

Mr. Mugs Book

Starting Points in
Language Arts



Level 3

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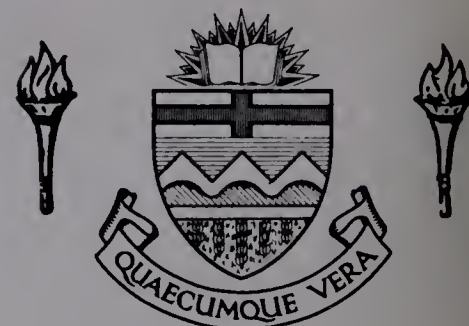
**BY: Martha Kambeitz
Carol Roth**

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Included are:

Comprehension Skills
Decoding Skills
— Phonemic Analysis
— Structural Analysis
— Word Meaning
Language Development Skills

(See Skills Index, Inside Back Cover)



The *Mr. Mugs Book* includes activities based on the comprehension skills, the decoding skills, and the language development skills taught in Level Three.

Printing skills are included in many of these skills. These are shown as secondary objectives at the bottom of these pages.

It is recommended that the comprehension, decoding, and language development activity pages be used with the corresponding lesson plans in the Teacher's Guide for Level Three. They can be done independently by the children after the teacher has made sure that the directions are understood. Each activity, when completed, should be checked by the teacher and the children working together.

Illustrations by: Ron Berg, pages 2, 17, 18, 27, 39, 50, 60, 69, 80, 90, 106; Sigmar Kunz, pages 15, 46, 48, 49, 56, 66, 73, 91, 98; Patrice Parkinson, pages 7, 9, 35, 47, 61, 62, 71, 82, 89, 94, 96, 99, 102, 104, 105, 107, 108, 112; Dale Kasarda, pages 5, 6, 12, 14, 16, 21, 26, 29, 30, 32, 34, 36, 43, 52, 53, 57, 58, 63, 65, 68, 72, 76, 77, 79, 81, 85, 86, 87; Sinae Lee, pages 59, 93.

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My name is



Jan wants to do something. ()

Page 7

Mr. Mugs can see
the cat. ()

Page 9

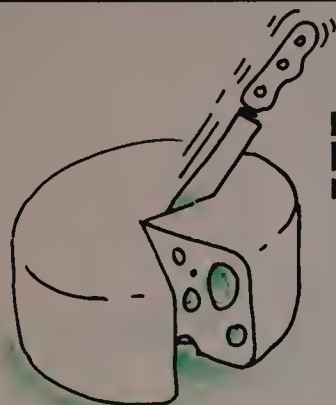
Mommy will have work
to do. ()
Mr. Mugs broke the
lamp. ()

Page 11

Jan and Curt made
cats and dogs. ()
The black cat is here. ()

Comprehension: Main Idea. — Find the story page shown on the left. Read the page. Then read the two sentences beside the page number. Put a ✓ beside the sentence that tells the main idea of the page. Put an X beside the sentence that does not tell the main idea of the page.

My name is



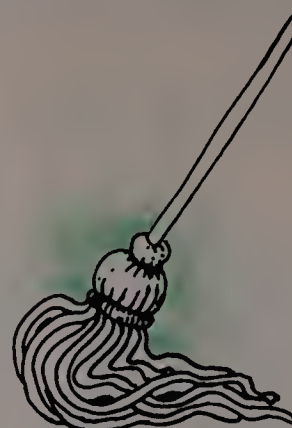
cut

shut



pot

top



mop

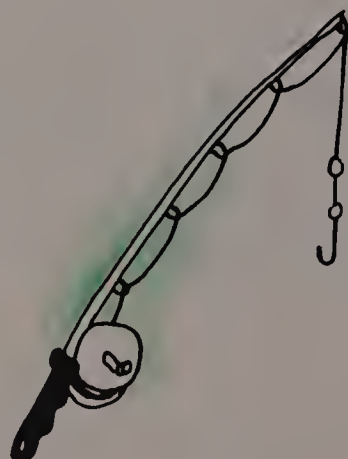
hop

cut



got

pot



rod

nod



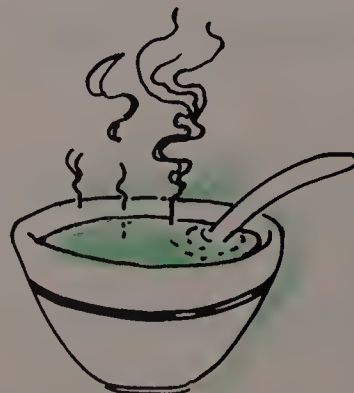
rut

nut



hut

but



dot

hot



pop

hop

Phonemic Analysis of Unglided (short) o/ Structural Analysis: Graphemic Base ut/ Word Recognition/ Printing. — Put a box around the word that goes with each picture. Print the word on the line.

My name is

Mommy home.

stay

Mommy will home.

stayed

The jet will .

land

The jet .

landed

Daddy ball.

play

Daddy will ball.

played

Pat to stay.

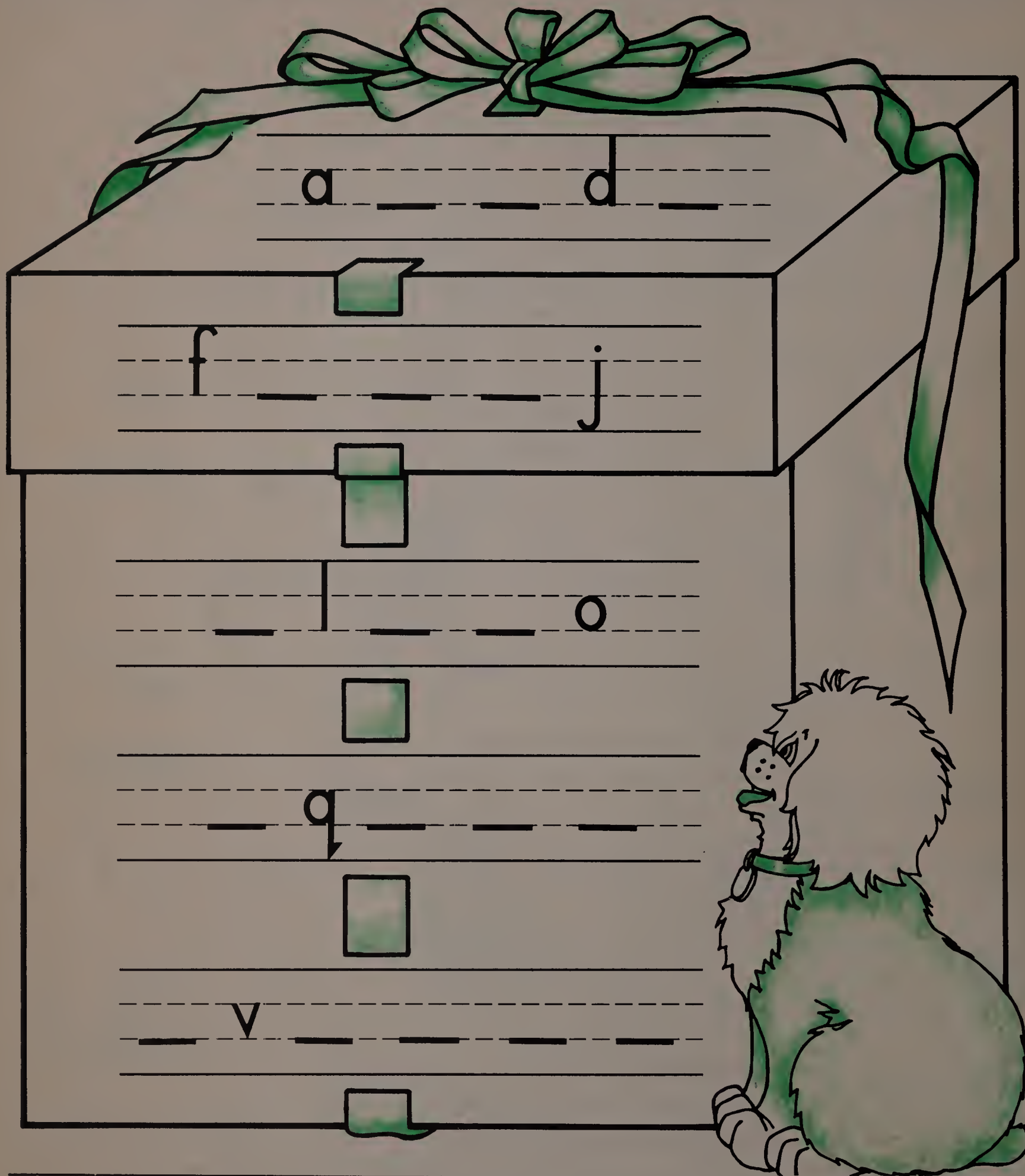
want

Pat will to stay.

wanted

Language Development: Verb Form *ed*/Printing. — Choose the correct word to complete each sentence. Complete the sentence by printing the word.

My name is



Language Development/Printing. — Print the letters of the alphabet in the correct space.

My name is

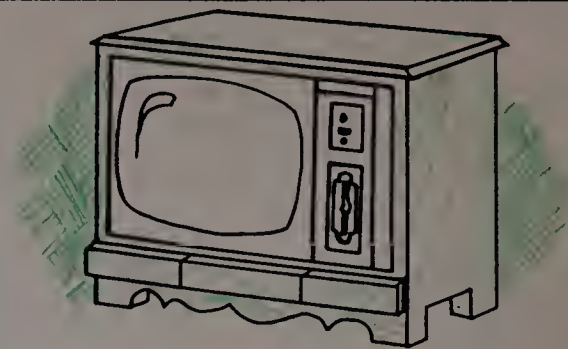


1. Curt wants to make an animal for station GNTV.
2. The TV is brown.
3. Curt wants to get the prize for his animal.
4. It is a wet day.
5. Curt will make a whale and Pat will make a dinosaur.

Comprehension: Discrimination.— Carefully read the sentences. If a sentence tells something about the story that is important, draw a box around the sentence. If the sentence tells something about the story that is not important, draw a line through the sentence.

My name is

☐ 1. Curt and Mr. Mugs are looking at TV.



☐ Curt and Pat make animals.



☐ Pat is going to see Curt.

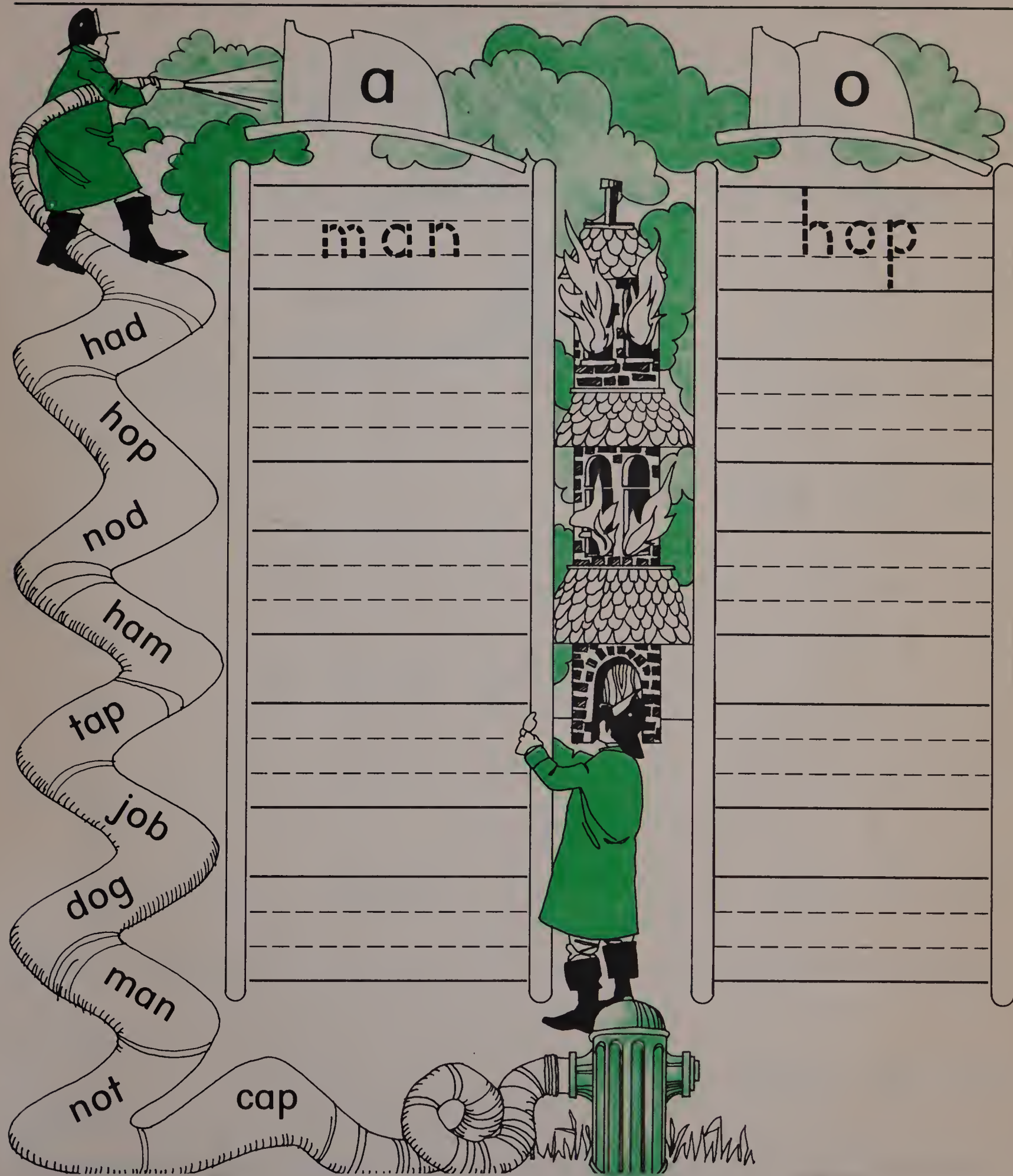


2.

3.

Comprehension: Sequence/Printing. — Read the three sentences at the top of the page. Are the second and third sentences in correct order? Put a number in the box beside each sentence to show the correct order. Then print sentences two and three on the lines at the bottom of the page.

My name is



Phonemic Analysis of Unglided (short) a, o/ Printing. — Print the words with unglided a on the ladder under the a. Print the words with unglided o on the ladder under the o.

My name is

Two _____ are in the jet.

men
ten

The dinosaur _____ down.

sat
bat

The first prize is a

dot
dog

_____ me see the book too.

Pet
Let

The TV did _____ work.

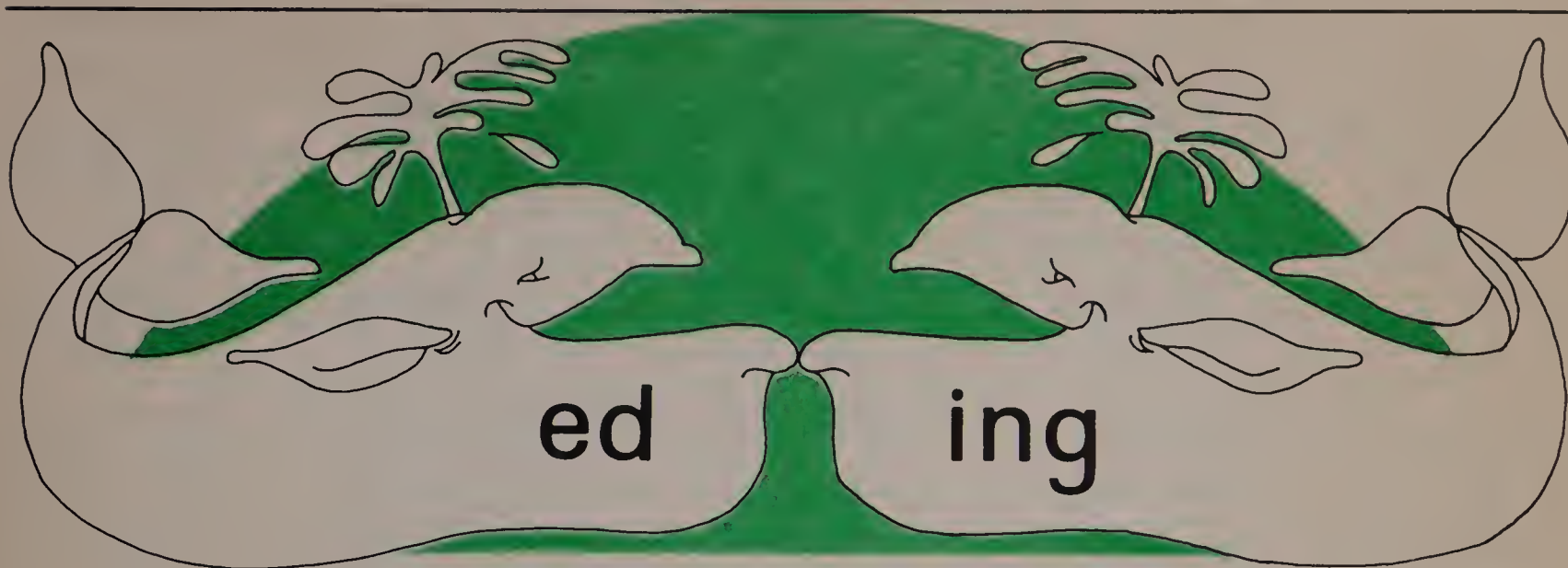
not
cot

Put the book in the

rag
bag

Phonemic Analysis of Unglided a, o, e/Word Recognition/Printing. — Choose the best word to complete each sentence. Complete the sentence by printing the word. Make sure each sentence ends with a period.

My name is



look

fix

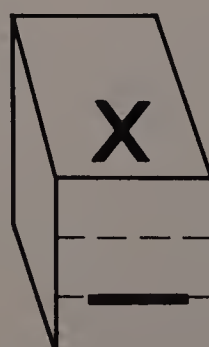
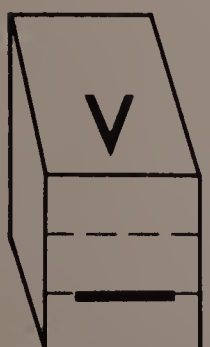
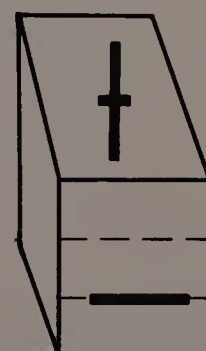
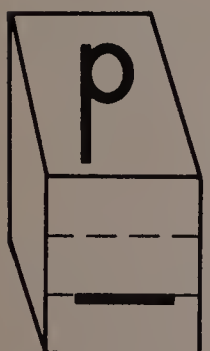
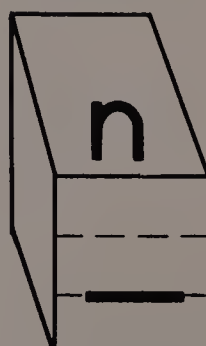
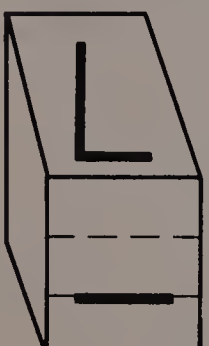
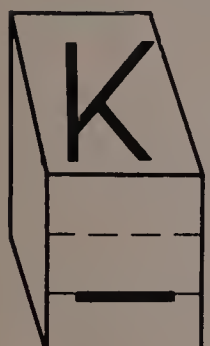
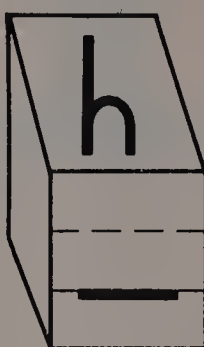
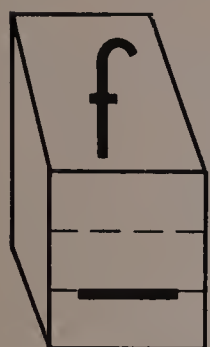
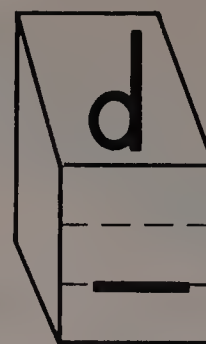
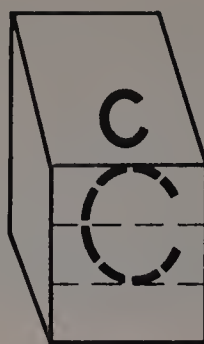
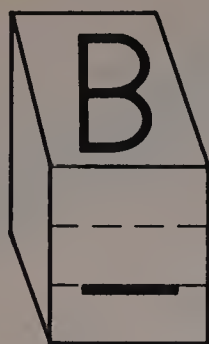
want

work

stay

Structural Analysis: Verb Forms *ed*, *ing*/Printing. — Complete each word by adding *ed* and *ing* to the word. Print each word under the correct heading.

My name is



Language Development/Printing. — Look at the letter at the top of each box. Decide whether it is a capital or small letter. If it is a capital letter, print the small-letter form on the line. If it is a small letter, print the capital-letter form on the line.

My name is

Curt made a dinosaur.

Pat and Curt worked
at Curt's house.

Pat made a splash on
Curt's whale.

Pat and Curt made red
animals.

Curt made more splashes.

Pat and Curt did not like
the animals.

Comprehension: Discrimination/Printing. — Read each sentence. Does it tell about something that happened in the story? If the sentence does, print "Yes" on the line on the right. Does the sentence tell about something that did not happen in the story? If it does, print "No" on the line.

My name is

A



will

sun



made

shut

The

is



hot.

buns



can

cut

The



is

jump

Structural Analysis: Graphemic Bases *un, ut, ump*/Word Recognition/Printing. — Choose the best word to complete each sentence. Complete the sentence by printing the word.

My name is

frog

cat

cup

fan

bed

mop

net

pop

nut

Phonemic Analysis of Unglided *a*, *e*, *o*, *u*. — Read the word in each box. Then draw a picture to illustrate each word.

My name is



Mommy called.

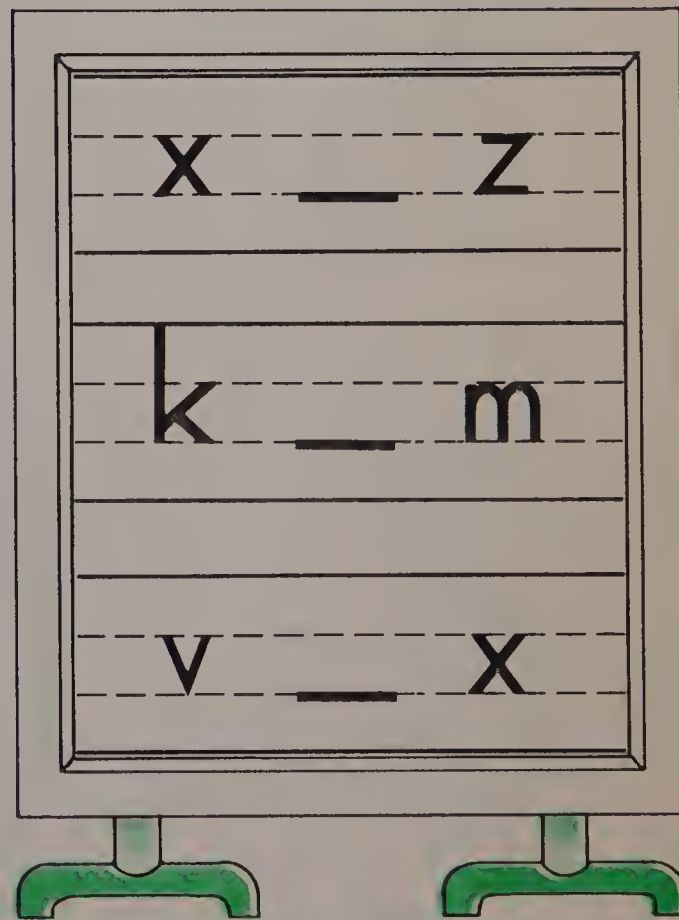
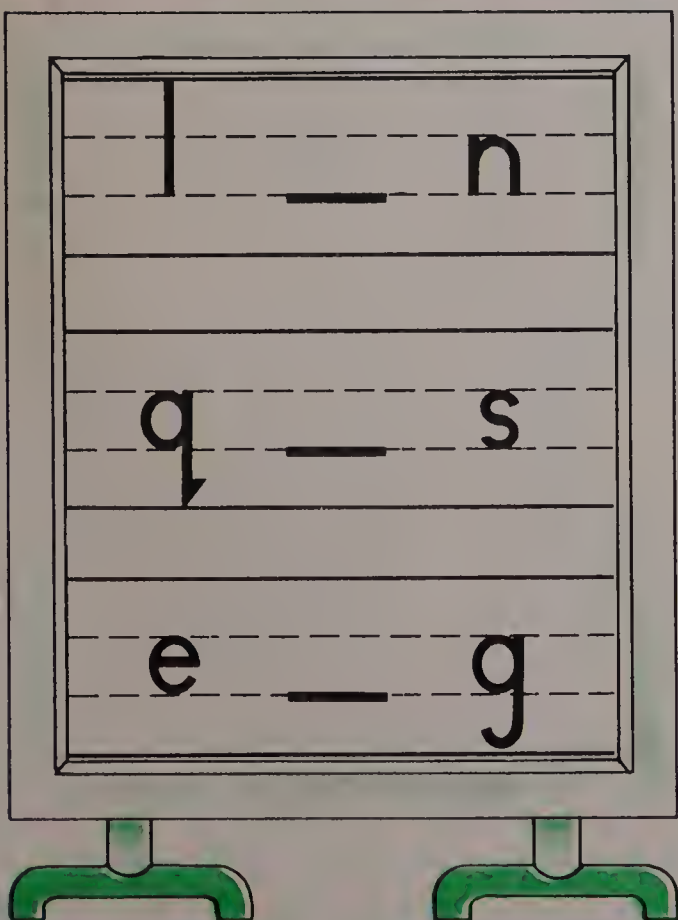
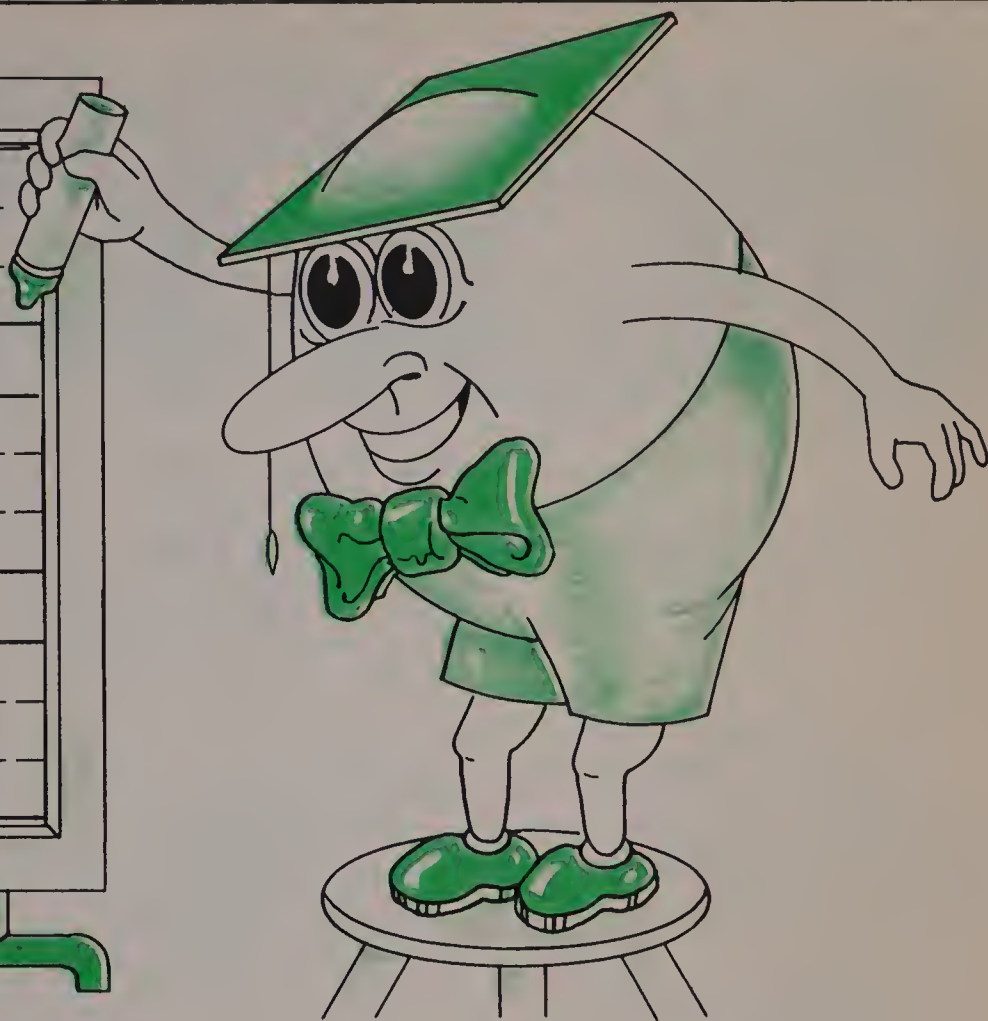
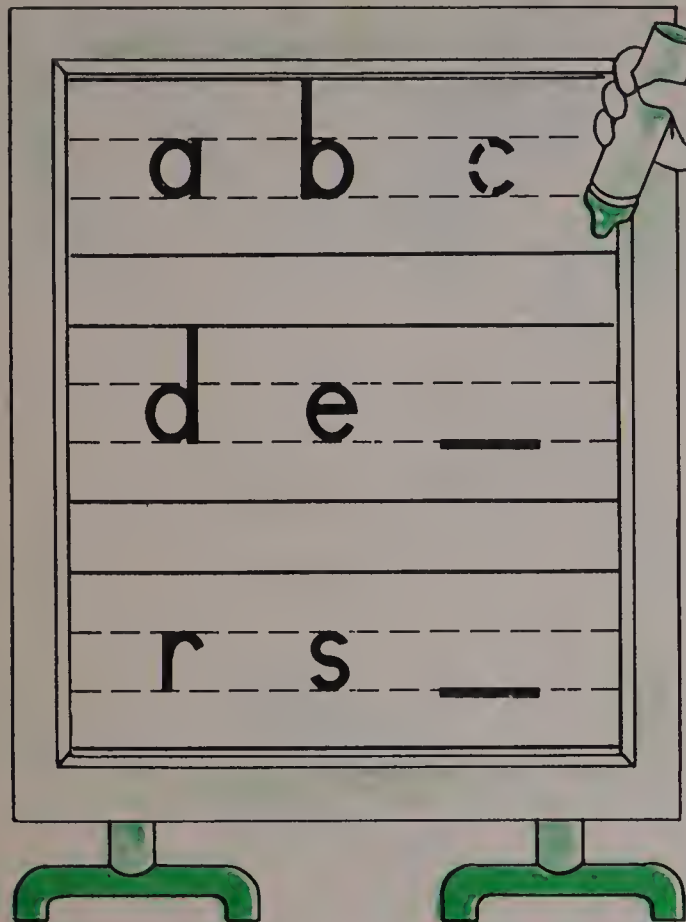
Pat came.

Curt made a jet.

Pat made a boat.

Language Development/Printing. — Read the pairs of sentences. Join the sentences with the word *and*. Print each sentence on the lines.

My name is



Language Development/Printing. — Look at the letters inside each chalkboard on this page. Print the next letter in each chalkboard to complete the alphabetic sequence.

My name is



a trip to the zoo.
pawmarks on the dinosaur.
Pat's dinosaur.

Mommy and Daddy liked

Curt and Pat get

Tiger made

Comprehension: Recalling Details/Printing. — Complete each sentence by printing the correct ending at the top of the page.

My name is



__ix



__ebra



__een



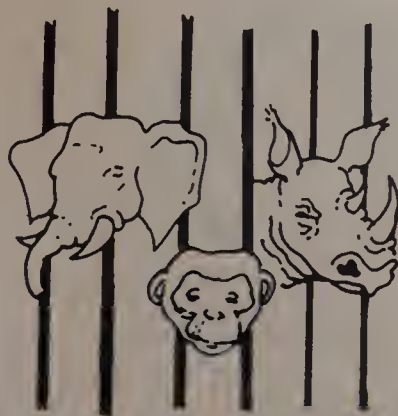
__ack



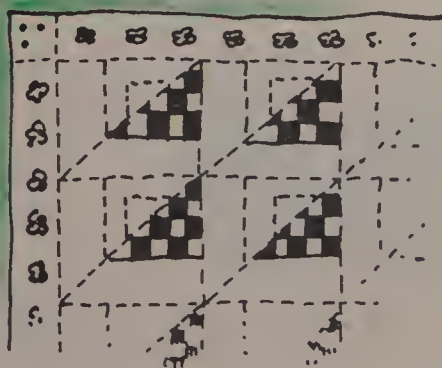
__ero



__un



__oo



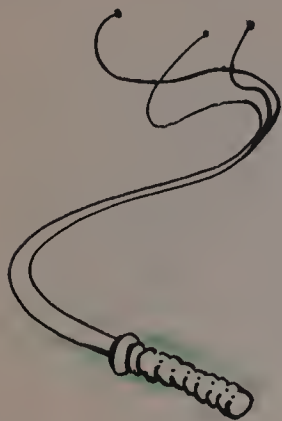
__ilt



__ocks

Phonemic Analysis of Initial s, z, qu / Printing. — Look at the picture in each box. Say the name of the picture. Complete each word by printing the letter that stands for the sound heard at the beginning of the word.

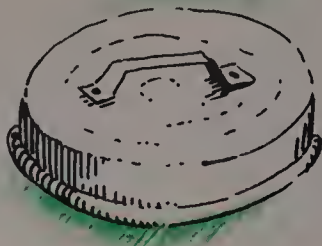
My name is



ip

id

ig



ill

id

it



it

ip

ig

whip



ill

id

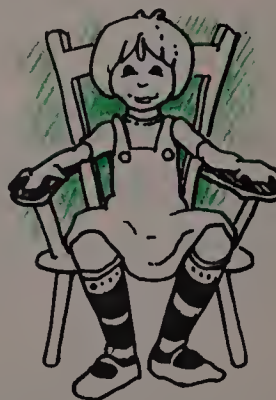
it



ip

ig

id



id

it

ill



ill

it

ig



id

ig

ip



ig

ip

id

Structural Analysis: Graphemic Bases *ip, it, id, ill, ig* / Printing. — Look at the picture in each box. Say the name of the picture. Circle the graphemic base that forms the word. Then print the word on the line.

My name is _____

Mr. Mugs and the Cat

- _____ Mr. Mugs ran fast.
- _____ Mr. Mugs wanted to get the cat.
- _____ The cat was big.

Pat and Curt

- _____ Curt's whale has splashes.
- _____ Pat's cat is Tiger.
- _____ Pat made a dinosaur and
Curt made a whale.

The Prize

- _____ Pat and Curt win a trip
to the zoo.
- _____ We saw animals at the zoo.
- _____ Pat takes her dinosaur
to the TV station.

Comprehension: Main Idea. — Read each story title. Read the three sentences below the title. Choose the sentence that tells about the title. Put a / on the line beside this sentence.

My name is

☐ The cat ran away.

☐ Mr. Mugs wanted to get the cat.

☒ Mr. Mugs saw the cat.

☐ Pat let Tiger see the dinosaur.

☒ Pat made a dinosaur.

☐ Tiger made pawmarks on the dinosaur.

☐ Curt gets a prize for the whale.

☒ Curt makes a whale.

☐ Curt takes his whale to the TV station.

Comprehension: Sequence. — Read each set of sentences above. Number the sentences in the correct order. Print the number in the box beside each sentence.

My name is

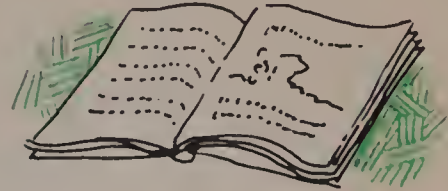
Can this run?



Yes

No

Can this run?



Yes

No

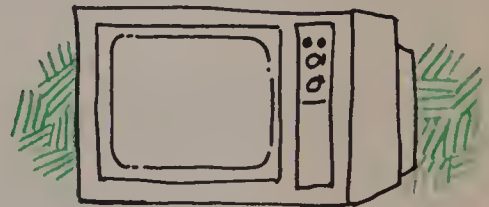
Am I in the zoo?



Yes

No

Am I in the zoo?



Yes

No

I can tell a story.



Yes

No

I can tell a story.



Yes

No

I tell you the time.



Yes

No

I tell you the time.



Yes

No

Comprehension: Discrimination. — Read the question and look at the picture in each box. Answer the question by drawing a circle around the word "Yes" or "No."

My name is

book

dinosaur

animal

station

work

trip

TV

poem

prize

there's

good

zoo

Curt will win a

We will go to the TV

A cat is an

Curt and Pat go to the

My book is about a

We and play at home.

Word Meaning/Printing. — Read the list of words at the top of the page. Choose a word from the list to complete each sentence. Complete the sentence by printing the word. If the word ends the sentence, put a period at the end of the sentence.

tell a story

be in a zoo

make pawmarks

make a riddle

[illegible]

Comprehension: Classifying/Printing. — Read the words and phrases at the top of the page. Print each phrase or word under the correct heading. If a phrase or word tells something that animals can do or be, print it under "Animals Can." If a phrase or word tells something that animals can't do or be, print it under "Animals Can't."

My name is _____

Pat will _____ Curt.	call calls
----------------------	---------------

Daddy _____ at home.	work works
----------------------	---------------

Tiger _____ pawmarks.	make makes
-----------------------	---------------

Can you _____ a story?	tell tells
------------------------	---------------

Pat _____ a dog.	want wants
------------------	---------------

Structural Analysis: Verb Form s/Printing. — Choose the best word to complete each sentence. Complete the sentence by printing the word.

My name is

Pat

Curt

1.

2.

dinosaur

whale

1.

2.

red

fire

1.

2.

giraffe

neck

1.

2.

Language Development/Printing. — Look at the two words in each section. Which word comes first in alphabetical order? Print the words on the lines in correct alphabetical order.

My name is

- ☐ Tiger painted Elephant.
- ☐ Tiger got a can of paint.
- ☐ Elephant looked pretty in the paint.



- ☐ Monkey looked funny in Elephant's ears.
- ☐ Elephant let Monkey have his ears.
- ☐ Monkey put on the ears.



- ☐ The monkey sat in a tree.
- ☐ We went on a trip to the zoo.
- ☐ We saw a monkey at the zoo.



Comprehension: Sequence. — Read the three sentences in each section. The sentences are not in the correct order. The first sentence is numbered for you. Put a number 2 or 3 in the box beside the other sentences to show the correct order.

My name is



hit

hat

hot



lid

lip

lit



hum

hit

hen

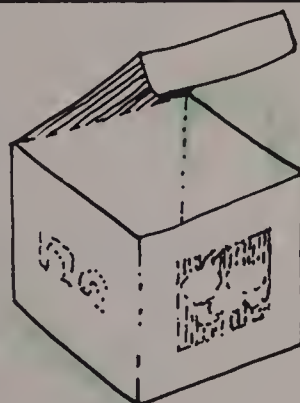
hat



nap

mop

map



box

dog

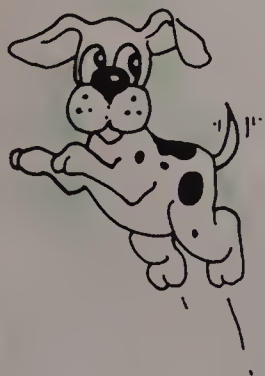
bat



not

net

nut



pet

get

net



big

did

bib



lot

hop

dot

Phonemic Analysis of Unglided Vowels/Printing. — Look at the picture in each box. Circle the word that goes with the picture. Print the word on the line.

My name is

Home

prize

Prize

School

school

Monkey

elephant

Elephant

Bear

bear

Giraffe

whale

Whale

Zoo

giraffe

Tiger

legs

Dinosaur

Legs

tiger

Language Development/Printing. — Draw a line to match the capital and small-letter forms of words. If the small-letter form is not given, print it on the line.

My name is _____

I am an animal.

I have a long neck
and long legs.

I am a _____

dinosaur giraffe bear

I have brown fur.

Sometimes I am in a zoo.

My little cubs are with me.

I am a _____

monkey whale bear

I have big ears.

I like peanuts.

My home can be the zoo.

I am a _____

cat elephant giraffe



Comprehension: Main Idea/Printing. — Read each riddle. Circle the word that answers the riddle. Print the word on the line. Put a period at the end of each sentence.

My name is



What is in the zoo?

Mr. Mugs

giraffes

bears

a zoo man

a boat

Mrs. Little

a bear book

a whale

elephants

a TV

monkeys

tigers

Comprehension: Classifying. — Draw a box around the things that belong in a zoo.

My name is

Curt is in the

tent

rent

I _____ you a surprise.

bent

sent

_____ is a boy.

Back

Jack

My hat is on the

sack

rack

A

is like a pin.

lack

tack

Structural Analysis: Graphemic Bases *ack*, *ent*/Word Recognition/Printing. — Choose the best word to complete each sentence. Complete each sentence by printing the word. If the word ends the sentence, put a period at the end of the sentence.

My name is _____

Clifford saw something at Mr. Raccoon's house. It said, "Wait—I'll be back."

- ☐ Clifford saw a book.
- ☐ Clifford saw a sign.



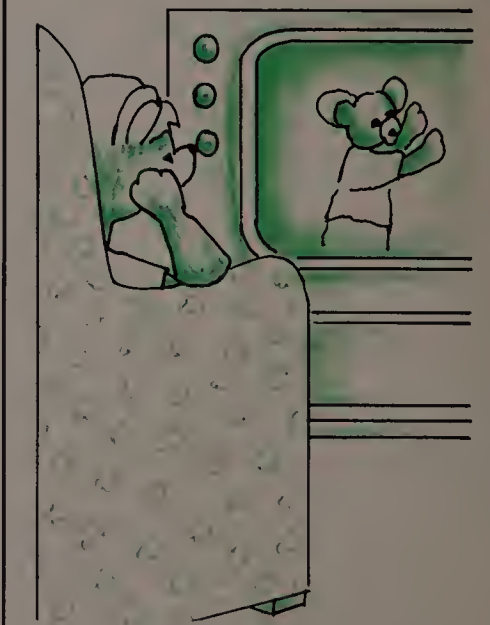
Clifford didn't want to go to school. He didn't want to read.

- ☐ He said, "I like reading."
- ☐ He said, "Reading is for the birds."



All the animals went to school. But Clifford stayed at home and watched TV.

- ☐ Clifford had no little animals to play with.
- ☐ Mr. Raccoon can read.



Comprehension: Making Inferences. — Read the story in each section. Read the two sentences below each story. One sentence is the correct ending to the story. Put a ✓ in the box beside this sentence. The other sentence is not correct. Put an X in the box beside this sentence.

My name is

Pat and Curt made

sign

Clifford saw a

signs

The is in the tree.

bird

The go to school.

birds

A raccoon is an

animal

are in the zoo.

animals

Clifford is a

bear

have fur.

bears

Structural Analysis: Plural Noun Forms with s/Printing. — Choose the best word to complete each sentence. Complete each sentence by printing the word. Make sure each sentence begins with a capital letter and ends with a period.

My name is



Clifford

- ___ Clifford cried.
- ___ He went to see Mr. Groundhog.
- 1 Clifford did not go to school.
- ___ Clifford sat on the wet paint.



For the Birds!

- ___ Clifford saw all the animals playing.
- 1 Clifford wanted to go fishing.
- ___ He said, "I'll have to know how to read."
- ___ He saw something in the mailbox.

Comprehension: Sequence. — Read the sentences under each title. Decide on the correct order of the sentences. The first sentence is numbered for you. Put a number 2, 3, or 4 beside each sentence to show the correct order.

My name is

sh

th



sh

th



sh

th



sh

th



sh

th



sh

th



sh

th



sh

th



sh

th



Phonemic Analysis of Initial *sh*, *th*. — Say the name of each picture. Circle the letters that stand for the sound heard at the beginning of the word.

My name is



Clifford.

Can't There's He'll



He read it.

don't what's didn't



Clifford read.

you'll can't there's



Reading isn't just for the birds.

for bears too!

I'll I'm It's

Structural Analysis: Contractions/Word Recognition/Printing. — Choose the best word to complete each sentence. Complete the sentence by printing the word.

My name is

Georgie looked up.
He saw something red and
fast. He saw a fire!

1. Georgie
Sees a Fire
2. Elephants
3. Georgie's
Long Legs

Bear was cold and wanted
his fur. Giraffe said, "You
can have the fur. I'm not
cold." Bear put his fur
back on.

1. Fur
2. Bear Is
Hot
3. Bear Gets
Back His
Fur

Clifford can't read
Mr. Raccoon's sign. He can't
read Mr. Groundhog's sign.
He can't read the invitation.

1. The Sign
2. A Picnic
3. Clifford
Can't Read

Comprehension: Main Idea. — Read each story on the left. Read the three titles that go with each story. Draw a box around the best title for each story.

My name is

1. Can a tiger read a book?

2. Do monkeys go up trees?

3. Can whales make splashes?

4. Does a bear have
a mailbox?

5. Can a raccoon make
an invitation?

6. Do elephants have big ears?

7. Can a monkey put on
an elephant's ears?

Comprehension: Discriminating/Printing. — Read the questions. Answer each question by printing "Yes" or "No" on the line.

My name is _____

The Jet Lands

A red and green jet landed.

A man took bags off the
jet with a cart.

People got off the jet.

1. What was the cart for?

— It was in the jet.

— It took the people.

— It took the bags.

2. Were some of the people
happy to land?

— Some were happy.

— Some were sad.

— The story didn't say.

3. What was in the jet?

— people

— red and green books

— a little cart



Comprehension: Recalling Details and Making Inferences. — Read the story. Read the questions and put a ✓ beside the correct answer for each question.

My name is

how

birds

water

back

fur

invitation

all

yes

went

cried

saw

school

Clifford can't read the

Georgie looked up and saw a

We on a trip to the zoo.

Bear let Giraffe have his

Bear wants it

Now Clifford is going to

Word Meaning/Printing. — Read the list of words at the top of the page. Choose a word from the list to complete each sentence. Complete the sentence by printing the word. Make sure each sentence ends with a period.

My name is

Who Said It?

"I have to get one more word. Then I'll take my story to Mrs. Little."

"Mrs. Little, can we have a dog show?"

"You can all do stories about pets."

"Curt, it's a good story."

Comprehension: Recalling Speakers/Printing. — Read the sentences above. Decide who said the sentences. Print the name of the speaker on the line.

My name is

That them They this The

1. I saw go to the hospital.

2. is a funny monkey.

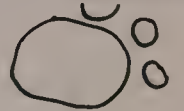
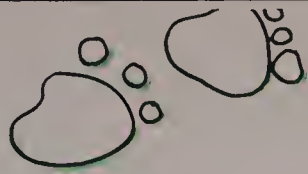
3. I cannot read sign.

4. giraffe has a long neck.

5. didn't go to school.

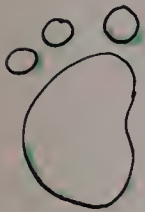
Phonemic Analysis of Initial *th* (voiced)/Word Recognition/Printing. — Read the words at the top of the page. Choose the best word to complete each sentence. Complete the sentence by printing the word.

My name is

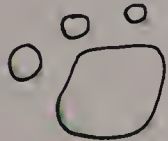


1. The children want to find books about dog shows.

2. They look at dog books.



3. Curt sees a dinosaur.

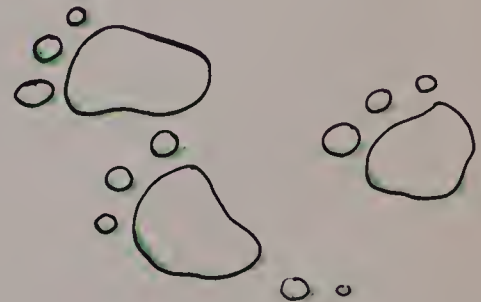


4. Maria sees a sheep dog in a book.



5. The children want to make invitations.

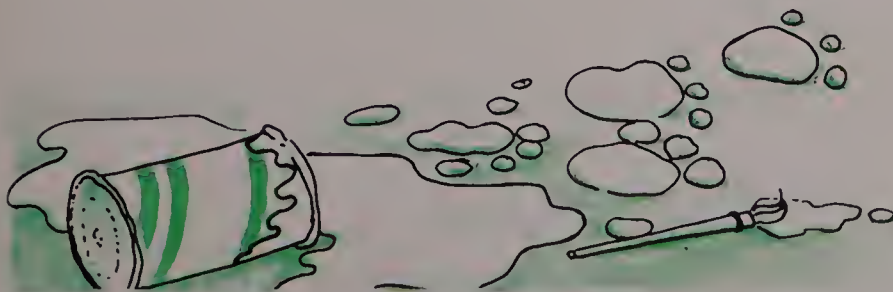
6. Curt wants Mr. Mugs to make pawmarks on the invitation.



7. Curt has green paint.



8. Mr. Mugs gets into the red paint.



Comprehension: Summarizing. — Read the sentences. Draw a line through sentences that do not tell about the story.

My name is

Nick is sick.

He can kick the ball.

I like to work with
thick red paint.

Mommy Hen had ten
little chicks.

Structural Analysis: Graphemic Base *ick*. — Read the sentence in each box. Look carefully at the word formed by the graphemic base *ick*. Draw a picture to illustrate each sentence.

My name is

1. Here red a is pawmark.

2. is What dog show a?

3. We dogs sheep saw.

4. at a He looked book.

5. Mr. dog Here's Mugs a.

Language Development: Word Order/Printing. — The words in each sentence are not in correct order. Print the words on the line in correct order.

My name is

we

us

1.

2.

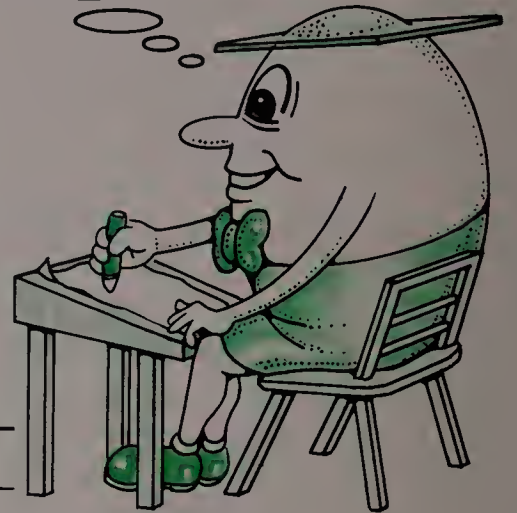
Pat

Curt

1.

2.

A, B, C, . . . D? F?



ears

neck

1.

2.

sign

zoo

1.

2.

monkey

elephant

1.

2.

Language Development/ Printing. — Put each pair of words in alphabetical order. Print the words on the numbered lines.

My name is

Happy

Do you like to see
happy children?

Some children are happy
when they work.

Some children are happy
when they play.

Children can be happy
at home and at school.

Are you happy when you
get a prize?

Make this boy happy.



1. We like to see
children.

2. Some children are happy when they

or

Comprehension: Recalling Details/Printing. — Read the story carefully. Then complete the sentences on this page and page 48. Use the story to help you complete the sentences.

My name is

3. Some children can be happy

at

and

4. A can make

you happy.



Comprehension: Recalling Details/Printing. — Complete the sentences on this page. Use the story on page 47 to help you complete the sentences. Draw a picture of a prize that makes you happy.

My name is



School
Things



children		cats	
paints		prizes	
cars		balls	
stories		bears	
boats		bats	
books		principal	

Comprehension: Discriminating/Printing. — Read each word in the two columns. Does each thing belong in school? Print "Yes" on the line if it belongs in school. Print "No" on the line if it does not belong in school.

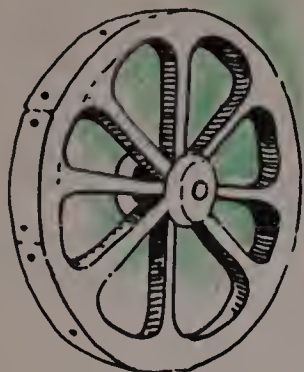
My name is

wh

ch

sh

th



wh

ch

sh

th



wh

ch

sh

th



wh

ch

sh

th



wh

ch

sh

th



wh

ch

sh

th

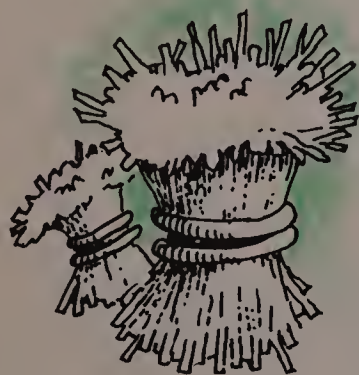


wh

ch

sh

th



wh

ch

sh

th



wh

ch

sh

th



Phonemic Analysis of Initial *wh*, *ch*, *sh*, *th*/Printing. — Say the name of each picture. What letters stand for the sound heard at the beginning of the word? Circle the letters that stand for this sound. Print the letters on the line.

My name is

A Sheep Dog

- Maria looked at a dog book.
- Mr. Mugs is a sheep dog.
- Dogs have fur.

The Dog Show

- The children made invitations.
- They made stories about pets.
- Mrs. Little said, "Yes, we will have a dog show."

First Prize for Mr. Mugs

- Mr. Mugs looked after Mimi.
- Miss Clifford picks the best dog.
- Miss Clifford picks Mr. Mugs for a special first prize.

Comprehension: Main Idea. — Read each story title. Read the three sentences below the title. Choose the sentence that tells about the title. Put a ✓ on the line beside this sentence.

My name is _____

☐ Then she saw the dog show.

☐ Later Mommy and Curt went home.

☐ First Mommy looked at the stories.



☐ Miss Clifford picks the best dogs.

☐ The children make an invitation for Miss Clifford.

☐ Miss Clifford comes to the show.



☐ Later we went home with our puppy.

☐ Then we picked a puppy for our pet.

☐ First we went to the pet shop.

PET SHOP



Comprehension: Sequence./Printing. — Read each story. Put the sentences in each story in correct order. The first one is numbered for you. Print number 2 or 3 in the box beside the other two sentences.

My name is _____

1. Pat reads the _____

ball book but



2. Curt has a _____

kite work pit



3. Put down the _____

sack quack keep



4. Pat has a _____

took fork work



5. The _____ is little.

chick kick sick



Phonemic Analysis of Initial and Final *k*, Consonant Digraph *ck*/Word Recognition/Printing. — Choose the best word to complete each sentence. Complete the sentence by printing the word. Make sure each sentence ends with a period.

My name is _____

bear

elephant

giraffe

boat

principal

children

monkey

books

red

cat

blue

green

Maria

Pat

Grandpa

Mrs. Little

neck

legs

black

ears

one

three

Jan

two

cat

dog

TV

pet

paint

good

read

work

Comprehension: Classifying. — Read each set of four words. Choose the word that does not belong in the set. Put a box around the word.

My name is

1. Did Maria find her

puppy fire cold

2. Miss Clifford is our

invitation principal children

3. Mr. Mugs gets a

prize pick stories

4. The

make dog stories.

Pat children show

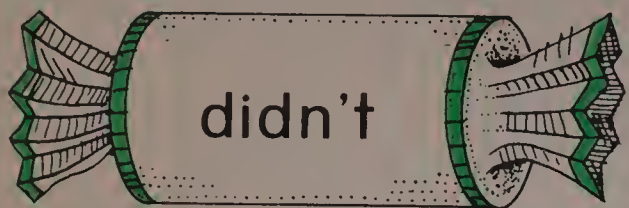
5.

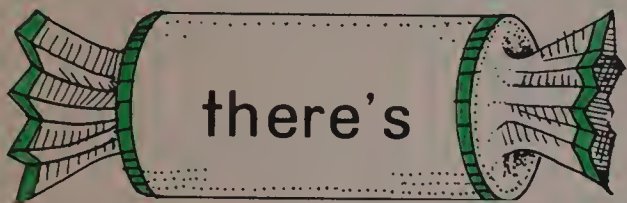
are reading a book.

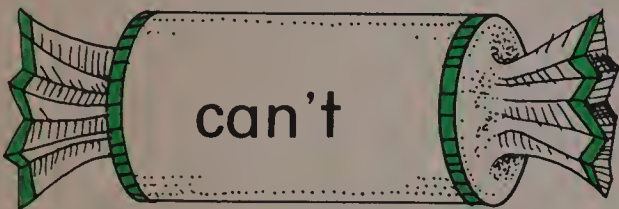
Our Mrs. Little We

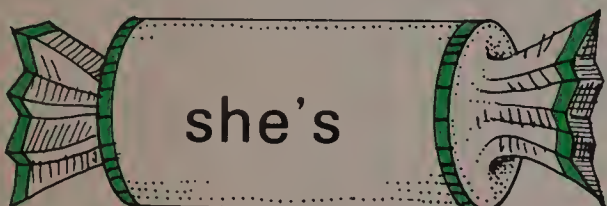
Word Meaning/Printing. — Choose the best word to complete each sentence. Complete the sentence by printing the word.

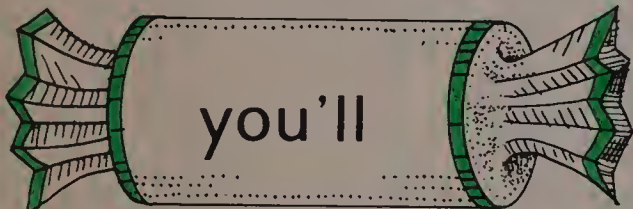
My name is

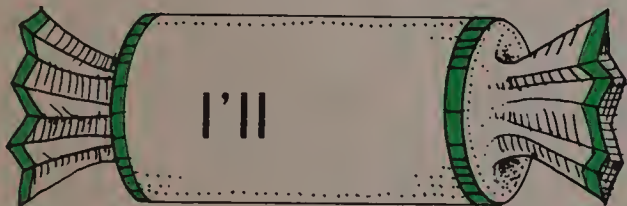


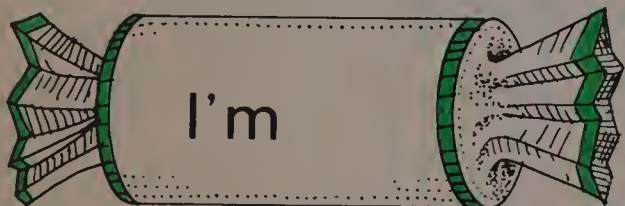


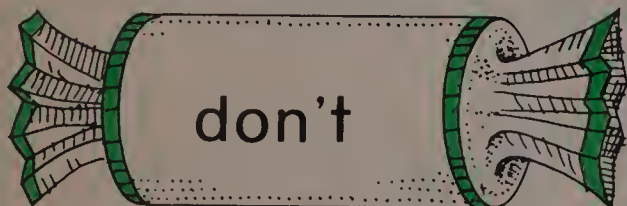












Structural Analysis: Contractions/Printing. — Read each contraction. Print the two words that make up the contraction.

My name is

Pat saw a whale.
Curt saw a dinosaur.



Pat got a ball.
Curt got a boat.



A bear has fur.
A giraffe has a long neck.



Language Development/Printing. — Read the pairs of sentences. Join the sentences with the word *and*. Print the sentence on the lines provided.

My name is _____



Pat watched •

- will like a rocket ride.

Curt and Pat •

- a space story on TV.

Mr. Mugs •

- worked on the rocket.

Curt didn't want •

- fell out.

Mr. Mugs •

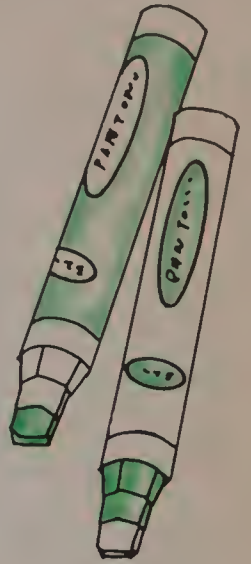
- Mr. Mugs up in space.

Comprehension: Recalling Details/Printing. — Match the sentence parts by joining the dots with a line. On a separate piece of paper, print the completed sentences.

My name is

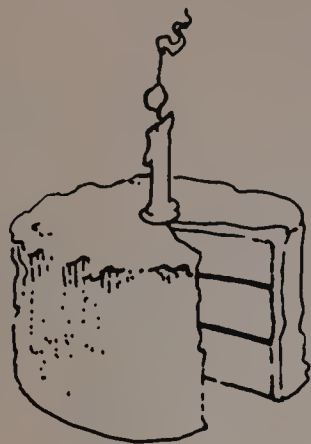
Can you do what the words say?

Make a Mr. Mugs Rocket. It has
three red dots on it. It has
2356 on it. A man in blue pants
and a red cap is looking at it.



Comprehension: Reading to Follow Directions. — Read the directions at the top of the page. Follow the directions in drawing your picture of a Mr. Mugs Rocket.

My name is



cat

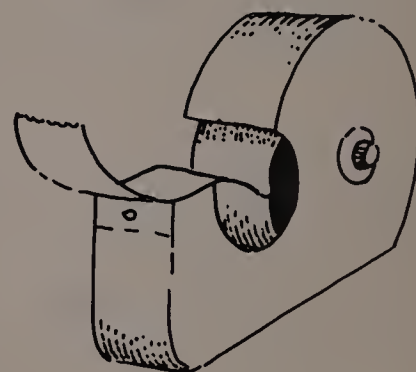
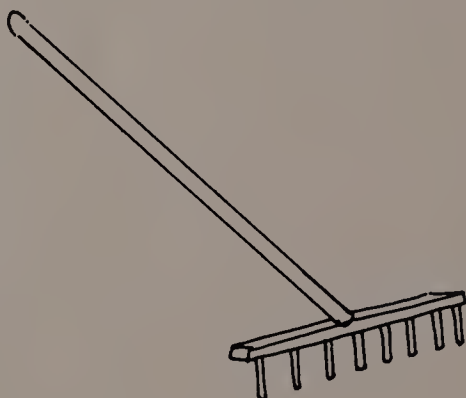
cake

can

cane

cap

cape



can

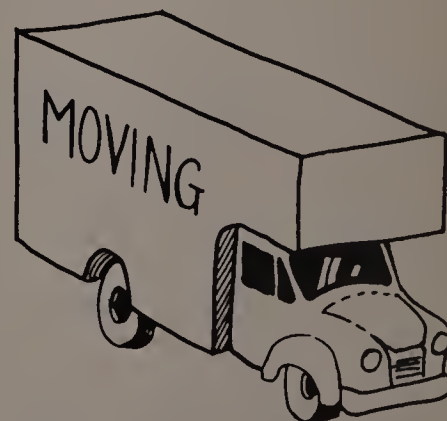
cane

rat

rake

tap

tape



mat

mate

wad

wave

van

dane

Phonemic Analysis of Glided (long) a. — Look at the picture in each box. Say the name of the picture in each box. If the name has the glided sound of a, color the picture.

My name is

Jane wants to play.

1. "Bob, will you play?"

"I don't have time,"
said Bob.



— Bob wants to play.

— Bob did not have time.

2. "I can't," said Nan.

"I can't stay and play."

— Nan can stay.

— Nan can't stay to play.



3. "Will you play Don?"

Don said, "I'll be
happy to play."

— Don wants to play.

— Don can't stay.



Comprehension: Making Inferences. — Read each of the three stories on the page. Then read the two sentences that follow each story. Put a ✓ on the line before the sentence that is the correct ending to each story.

My name is



not note



robe rob



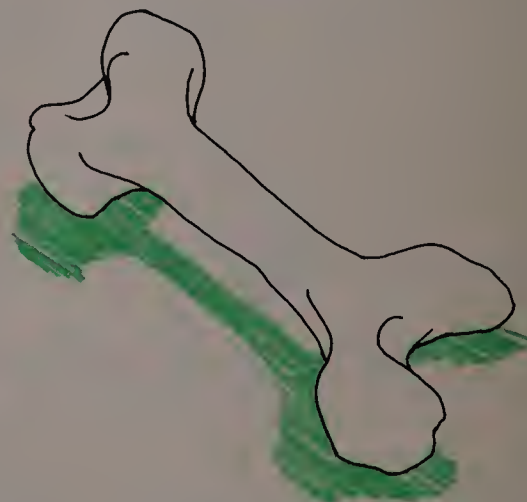
cod cone



rode rose



hope hose



tone bone



rope mope



nose rose



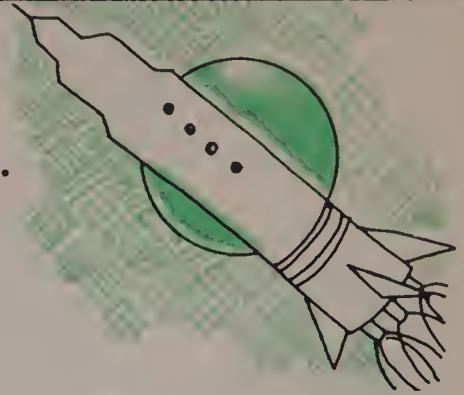
more core

Phonemic Analysis of Glided (long) o. — Look at the picture in each box. Read the two words under the box. Draw a circle around the word that names the picture.

My name is _____

_____ go in a rocket.

What's He'll Didn't



_____ Maria's birthday.

I'll I'm It's



We _____ get a ride.

didn't there's that's



_____ ready for a ride.

There's I'll I'm



_____ Mr. Mugs.

Let's That's She'll



Structural Analysis: Contractions/Printing/Word Recognition. — Read each sentence and the contractions below it. Complete the sentence by printing the correct contraction on the line.

My name is _____

Mr. Mugs _____

off!

blasted
blasting

We _____

for a ride.

asked
asking

I am _____

this prize.

picked
picking

Curt _____

us the jet.

showed
showing

He is _____

to school.

walked
walking

We are _____

for Pat.

waited
waiting

Who _____

the rocket?

painted
painting

Language Development: Verb Forms *ed, ing* / Printing. — Choose the best word to complete each sentence. Complete the sentence by printing the word on the line.

My name is _____

1 or 2 ?

— Mom says, "It's bedtime."

— Curt is going to bed.



1 or 2 ?

— He is going to school.

— Curt gets ready for school.



— Pat gets out her paints.

1 ?

— Pat shows Mom
the rocket.

2 ?

— Pat paints a big rocket.

3 ?

— Then they go home.

1 ?

— They play ball at the park.

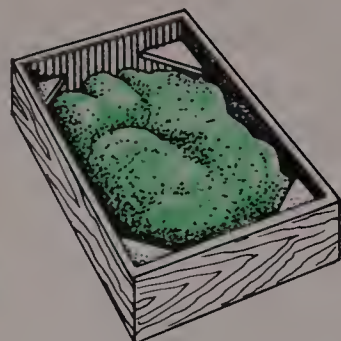
2 ?

— Jane and Nan go to
the park.

3 ?

Comprehension: Sequence. — Read the four stories. The sentences in each story are not in correct order. Put the sentences in correct order. Print 1 or 2, 1, 2, or 3 on the line before each sentence.

My name is



Is it possible?



	Yes	No
a dinosaur in a hat		
sand in a sandbox		
a jumping boat		
children playing		
hospitals that run		
a big house		
laughing children		
happy trees		
singing windows		

Comprehension: Discriminating. — Read each section. Is this thing possible or impossible? If a thing is possible, color the "Yes" box. If a thing is not possible, color the "No" box.

My name is

1. The man had a

can
cane

2. His name is

pet
Pete

3. Dogs like a

bone
tone

4. We went to the

bake
lake

5. Mr. Mug's is black.

nose
hope

6. Curt can bake a

shake
cake

7. I had a at home.

coke
poke

Phonemic Analysis of Unglided and Glided a, o, e/Printing/Word Recognition.— Choose the best word to complete each sentence. Complete each sentence by printing the word. Make sure each sentence ends with a period.

My name is _____



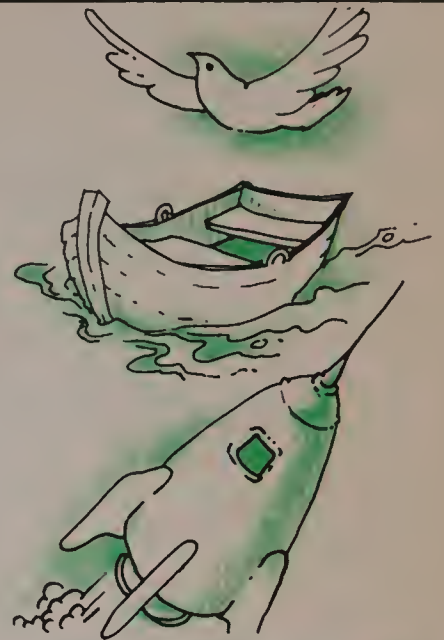
Comprehension: Sequence. — Put the pictures for each of the three stories in correct order. Print number one, two, or three in the box in each picture.

My name is _____

You can ride in me. I am
fast and I go into space.
Get ready for blast off!

I am a _____

bird boat rocket



Wash me and then you
can't see me. You can
look out me but not at me.

I am a _____

sign window book



I am good to look at and
good to eat. You'll see me
on a special day.

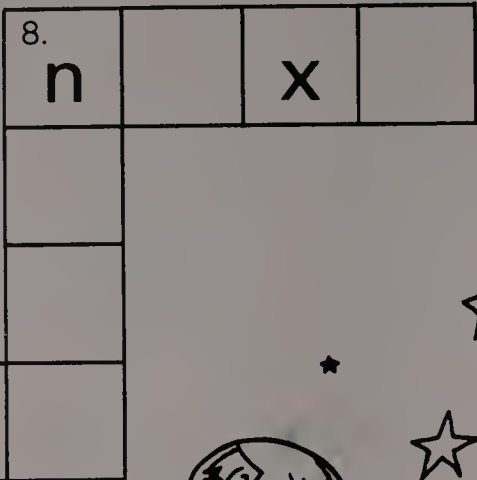
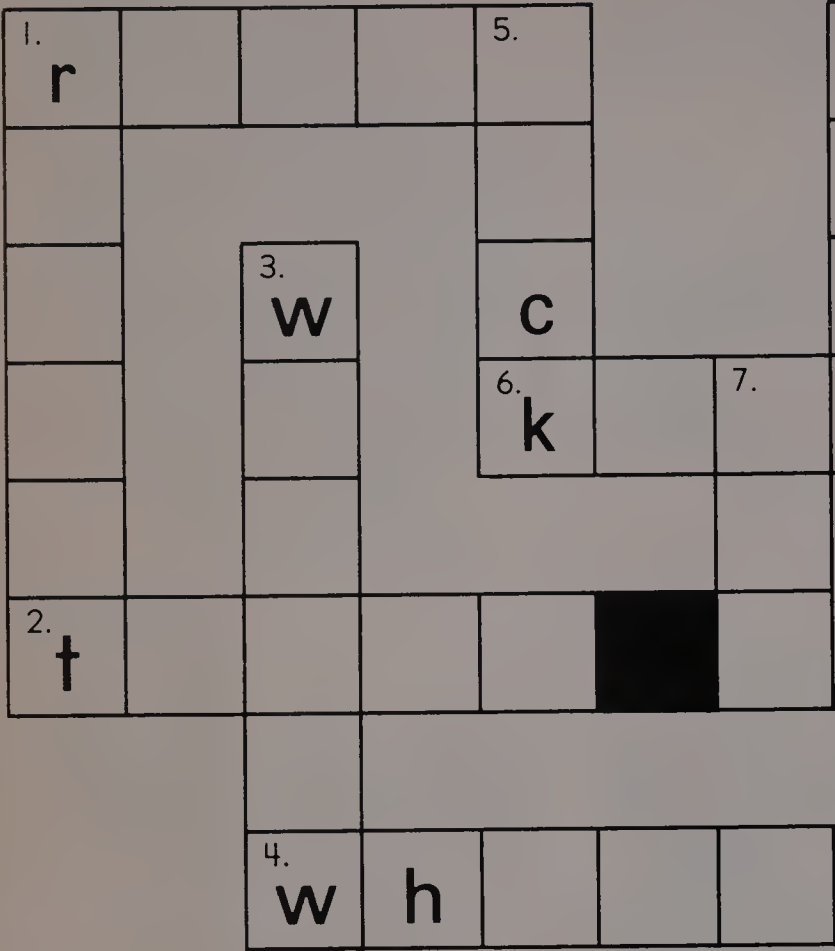
I am a _____

birthday cake sale invitation



Comprehension: Main Idea/Printing. — Read each riddle and the three words below. Answer the riddle by printing the correct word on the line. Put a period at the end of each sentence.

My name is



window
sick
two
name
today
kite
rides
next
rocket
where

Across

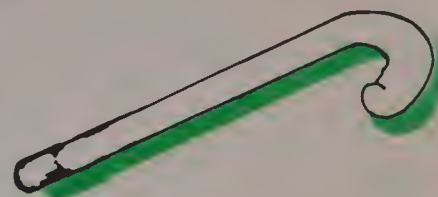
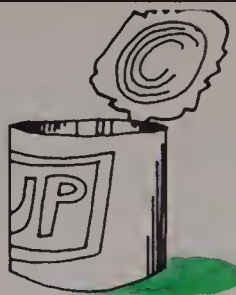
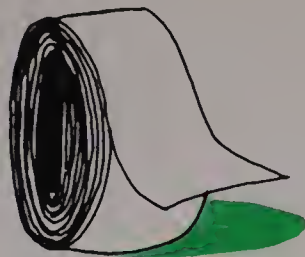
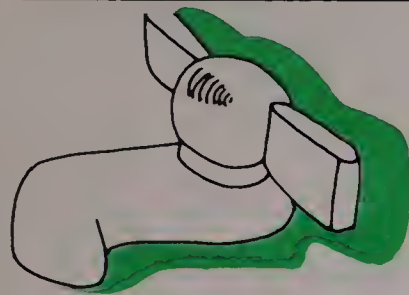
- 1. Mr. Mugs ___ in a jet.
- 2. It's Maria's birthday ___ .
- 4. Do you know ___ he is?
- 6. You can play with this.
- 8. Who has the ___ ride?

Down

- 1. It blasts into space.
- 3. You look out of this.
- 5. Pat isn't well. She is ___ .
- 7. I, ___, 3, 4
- 8. His ___ is Curt.

Word Meaning/Printing/Word Recognition. — Read the list of words beside the crossword puzzle. Then use the sentence clues to help you complete the puzzle.

My name is



t _ p

t _ p _

c _ n

c _ n _

Is the tiger

?

tam
tame

on for the next ride!

Hop
Hope

is his name.

Sam
Same

Curt

a rocket.

mad
made

It is a birthday

!

cap
cake

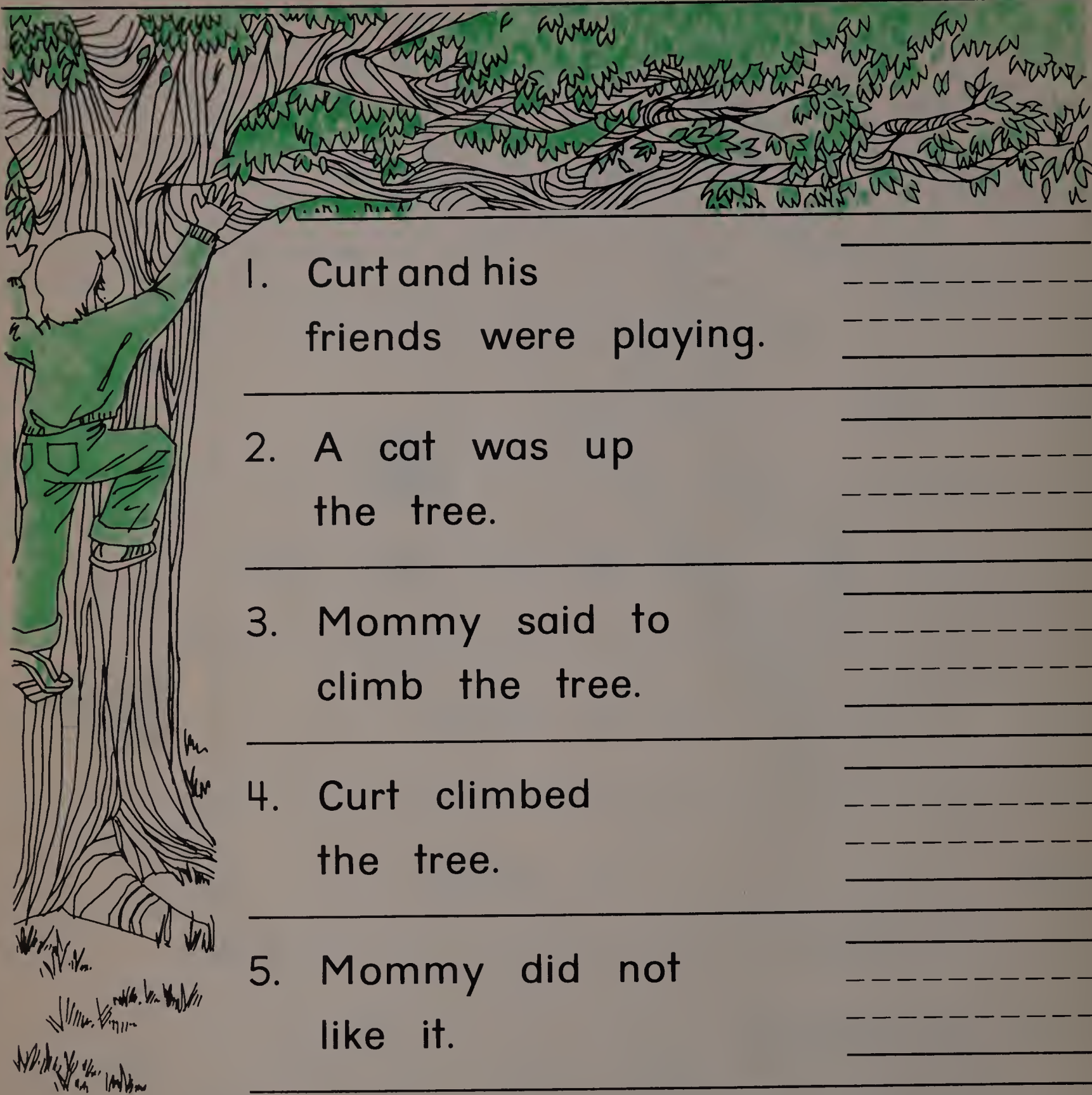
My

isn't too long!

not
nose

Phonemic Analysis of Unglided and Glided a, o, e/Printing/Word Recognition. — Look at the pictures in each box. Print the name of each picture on the line. Then read the sentences below. Choose the best word to complete each sentence. Complete the sentence by printing the word.

My name is _____



1. Curt and his
friends were playing.

2. A cat was up
the tree.

3. Mommy said to
climb the tree.

4. Curt climbed
the tree.

5. Mommy did not
like it.

6. Pat and Nick
stayed at Curt's.

Comprehension: Discriminating/Printing. — Read each sentence. If a sentence tells something that happened in the story, print "Yes" on the line. If a sentence tells something that did not happen in the story, print "No" on the line.

My name is

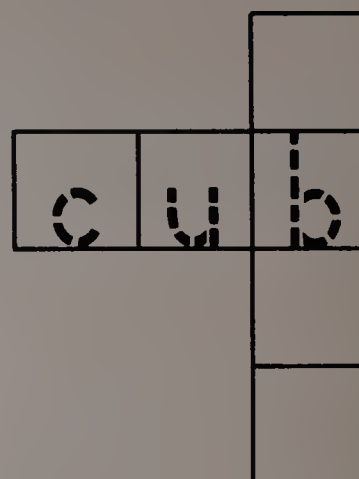


1. Put lines around the animals.
2. Make the book red.
3. Make the horse black.
4. Make the giraffe brown and yellow.
5. Make a line from the ball to the pig.
6. Make a line from the dog to his house.
7. Make an X on something to ride in.
8. Put a ☐ around something to read.

Comprehension: Reading to Follow Directions. — Read the directions below the picture. Do what the directions ask you to do.

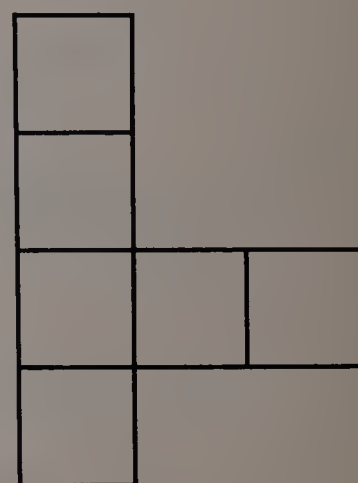
My name is

1. A cub is a little bear.
cube

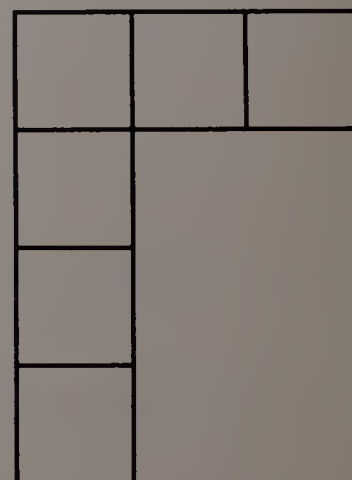


2. Here's a tub of paint.
tube

1. Don't be rut
rude
2. Mr. Mugs dug a hole.
dune



1. I'll run home.
ruse
2. It's a rug of the game.
rule



Phonemic Analysis of Unglided and Glided *u*/Printing/Word Recognition. — Circle the best word to complete each sentence. Then print the unglided word across in the crossword puzzle. Print the glided word down on the puzzle.

My name is

1. nest We the saw.

2. the climbs Curt tree.

3. rocket space The into blasts.

4. you ride ready a Are for?

Language Development/Printing. — The words in the sentences are not in correct order. Print the words in correct order on the line. Make sure each sentence begins with a capital letter. End the sentence with the punctuation given at the end of the sentence.

My name is _____

Curt sees a nest in the tree.
Curt climbs up to see
the nest. Mommy isn't happy.

Curt runs away from home.
Curt gets lost. Curt comes
back home.

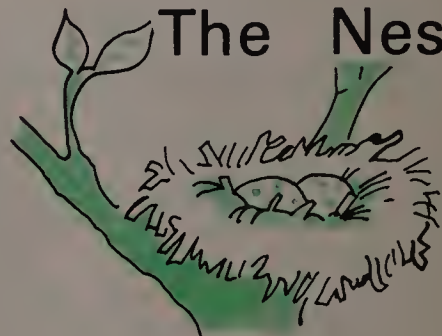
Pat and Curt make a rocket.
The children play with it.
The rocket blasts into space.



The Zoo



Rocket Ship
The Nest



Running
Away



Comprehension: Main Idea/Printing. — Read each story. Then read the titles on the right. Choose the best title for each story. Print the title on the line above the story.

My name is



1. Curt didn't want
to go in the house.

2. Curt wanted to
run away.

3. Curt didn't want
Mr. Mugs to come.

4. Mr. Mugs ran after
Curt.

5. Curt didn't want
to go back home.

6. Mommy was mad
when Curt came
home.



Comprehension: Discriminating/Printing. — Read each sentence. If a sentence tells something that happened in the story, print "Yes" on the line. If a sentence tells something that did not happen in the story, print "No" on the line.

My name is

Bill runs with his

kick
kite
kid

The cat runs after

mice
miss
mill

What

is it?

Tim
tin
time

Pat plays in the sand

pine
pile
pill

What a

dog!

fin
fill
fine

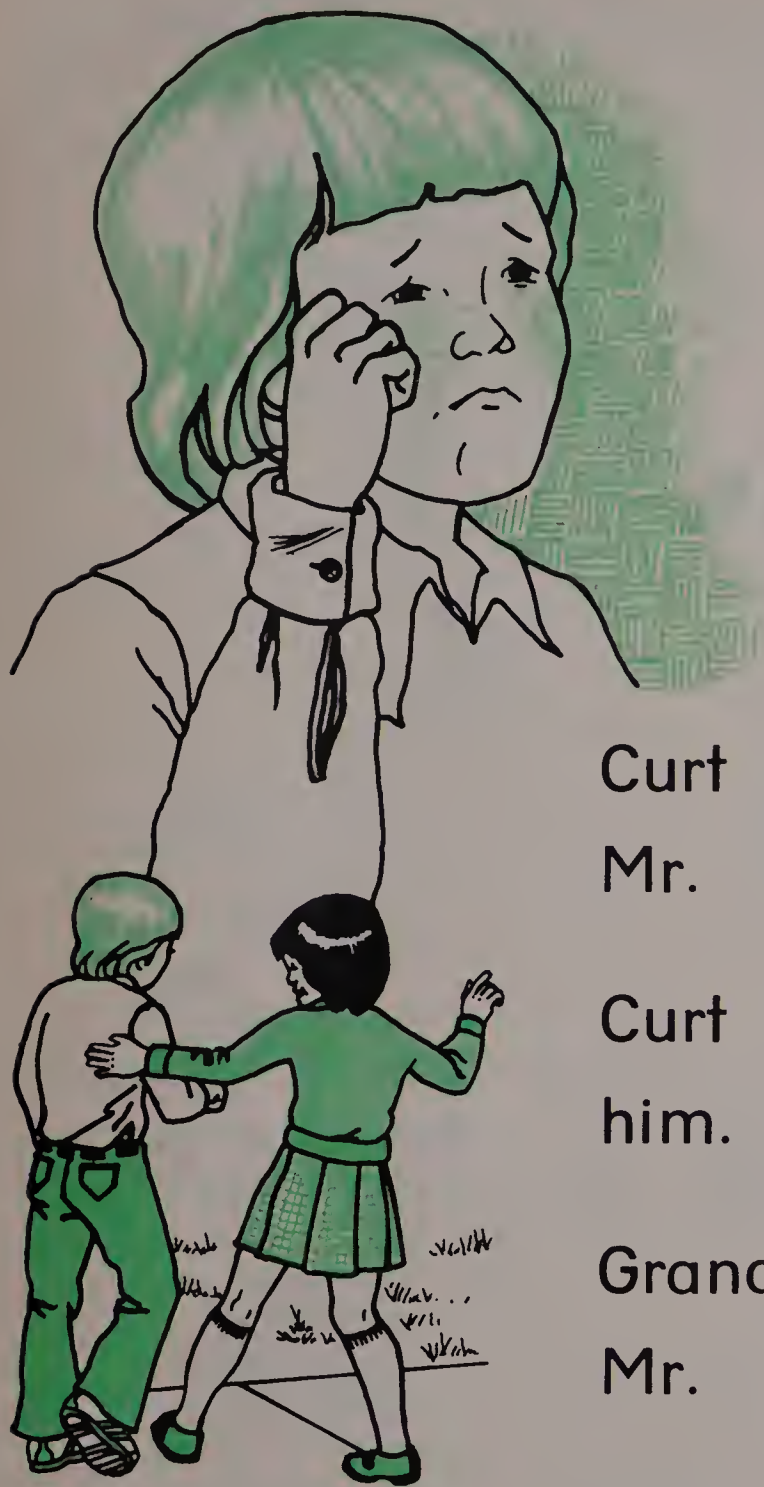
That

is mine.

dime
dim
dine

Phonemic Analysis of Glided /r/ Printing/Word Recognition. — Choose the best word to complete each sentence. Complete the sentence by printing the word on the line. If your word ends the sentence, put a period at the end of the sentence.

My name is _____



Lost — A Dog!

Mr. Mugs is lost.

Curt asked Pat
about Mr. Mugs.

Tiger is lost too.

Curt and Pat look for
Mr. Mugs.

Curt and Pat ask about
him.

Grandpa will look for
Mr. Mugs.

Mommy and Daddy will
look for Mr. Mugs too.

Grandma got sick.

Comprehension: Summarizing. — Read the story. Draw a line through the sentences that do not belong with the story. Then print the remaining sentences on a separate piece of paper. Make sure you leave out the sentences that did not belong.

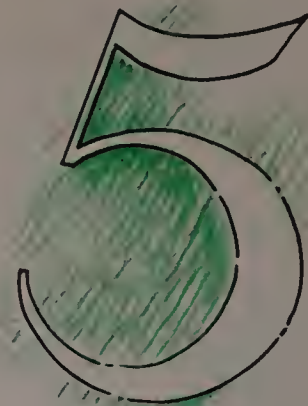
My name is _____



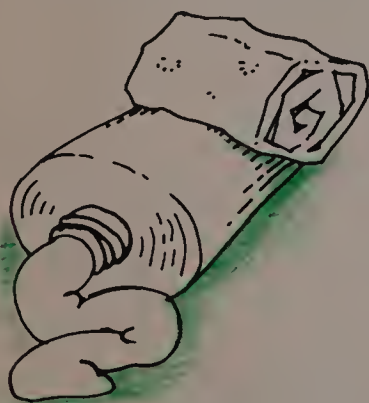
b _ ne



c _ pe



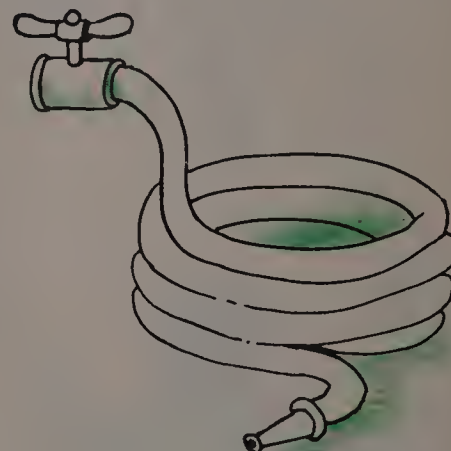
f _ ve



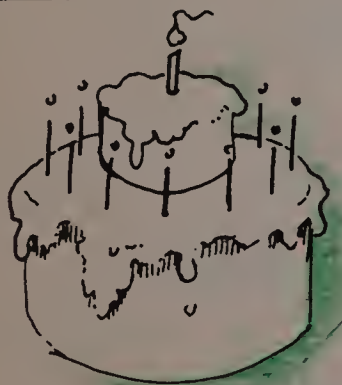
t _ be



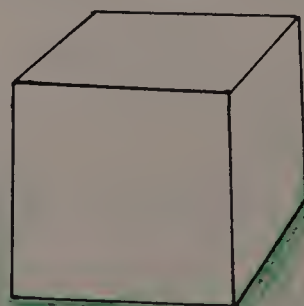
p _ pe



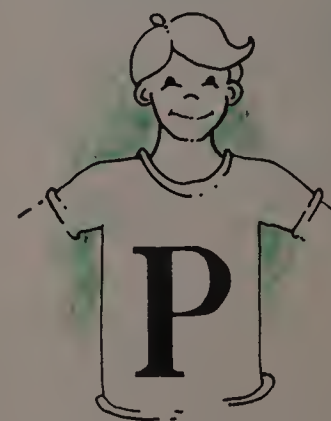
h _ se



c _ ke



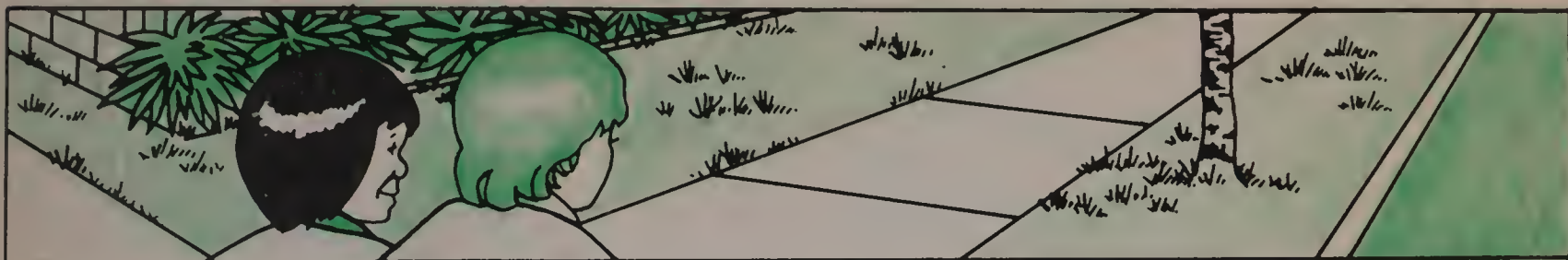
c _ be



P _ te

Phonemic Analysis of Glided Vowels/Spelling/Printing. — Look at the picture in each box. Print the name of each picture on the line.

My name is



Mr. Mugs is lost.

Curt is looking for him.

Curt looked down the street.

Pat looked too.

Language Development/Printing. — Join the two sentences in each pair using the word *and*. Print the sentence on the lines given.

My name is _____

hat



gate



m _____

s _____

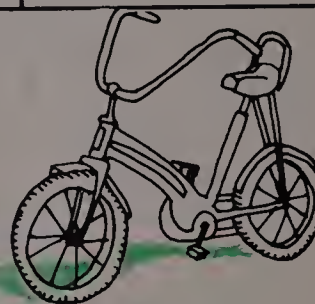
l _____

d _____

wet



bike



b _____

m _____

h _____

l _____

bun



rose



f _____

r _____

n _____

h _____

rip



cube



n _____

l _____

f _____

Phonemic Analysis of Glided and Unglided Vowels/Printing. — Read the word in each box. Print the rhyming words on the line below. Each rhyming word is started for you.

My name is

1. not Curt happy is.

2. Mr. can't He Mugs find.

3. in something I yard the saw.

4. is Now happy Curt!

Language Development/Printing. — The words in the sentences are not in correct order. Print the words in correct order on the line. Make sure each sentence begins with a capital letter. End the sentence with the punctuation given at the end of the sentence.

My name is

That _____ is high.

tree

Can _____ be climbed?

trees

There are two _____

nest

Curt sees a _____

nests

Curt's _____ is lost!

dog

We saw little _____

dogs

She has three _____

name

His _____ is Nick.

names

Language Development: Noun Forms with s/Printing/Word Recognition. — Choose the best word to complete each sentence. Complete the sentence by printing the word. If your word ends the sentence put a period at the end.

My name is

Lost — A Dog! Part 1

- Mommy and Daddy will look for Mr. Mugs.
- Curt can't find Mr. Mugs.
- Pat and Curt ask down the street.



Lost — A Dog! Part 2

- No one saw Mr. Mugs.
- Mr. Mugs came back.
- The children looked for Mr. Mugs.



Comprehension: Sequence. — Read the sentences under each story title. Number the sentences in correct order. Put 1, 2, or 3 on the line before each sentence.

My name is



ride in a
rocket

a bird's
nest

signs

sail in the
water

a high
tree

win a
prize

friends

a bus
trip

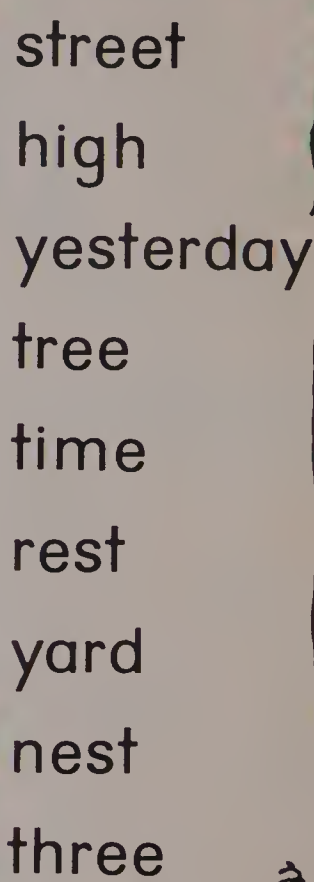
sheep
dogs

call
Mr. Mugs

Pat's house

laugh and
play

Comprehension: Classifying/Printing. — Read the two lists. If a thing is something to do, print "Do" on the line. If a thing is something to see, print "See" on the line. On a separate piece of paper, print each thing under the correct headings, "Things To Do" and "Things To See."



Down

- | | |
|---|--|
| 1. I am at the back of a house. You can play in me. | 1. Today is Saturday and _____ was Friday. |
| 3. One, two, _____. | 2. Go to bed for a _____. |
| 6. A watch tells you the ____. | 4. A big tree is _____. |
| 7. You can climb me.
Birds stay in me. | 5. What _____ is her house on? |
| | 6. The birds are in a _____. |

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My name is

1. A _____ is green.

time
dime
lime

2. We have the _____ bikes.

same
name
game

3. Let's _____ out Mr. Mugs.

bake
take
shake

4. Is the rocket for _____?

whale
sale
tale

5. Let's go for a _____!

bike
like
hike

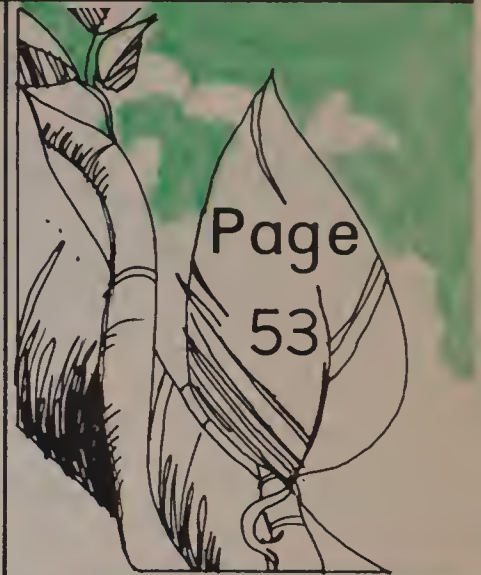
6. Who will bake a _____?

make
cake
wake

Structural Analysis: Graphemic Bases/Printing/Word Recognition. — Choose the best word to complete each sentence. Complete the sentence by printing the word.

My name is _____

- Jack is shouting.
- Jack has a window.
- Jack sees something big and green.



- Jack is going to climb the magic beanstalk.
- Jack cries.
- Jack runs around the yard.

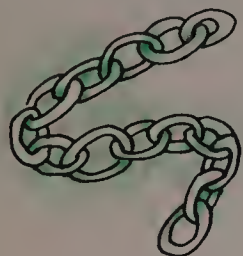


- Jack climbs and climbs.
- Suddenly Jack looks around.
- Jack sees a giant's castle at the top of the beanstalk.



Comprehension: Main Idea. — Read the three sentences in each section. Then read the story page that goes with each section. One of the sentences tells the most important thing about each story page. Put an X beside this sentence.

My name is



chain
gain
rain



nail
sail
mail



wait
bait
paint

A monkey has a long

Here's the of water.

Did the get you wet?

Pat has a in her leg.

We will for Curt.

Who will the doghouse?




tail
pail
jail
nail

rain
gain
main
pain

paint
faint
bait
wait

Phonemic Analysis of Vowel Digraph ai /Printing/Word Recognition. — Look at the three pictures at the top of the page. Circle the word that names each picture. Print the word on the line below the picture. Then read the sentences that follow. Choose the best word to complete each sentence. Complete the sentence by printing the word.

My name is

 <div>way hay ray</div>	 <div>day pay bay</div>	 <div>may say play</div>

The sun is out all		may
		day
Do you know the		bay
		way

I go to see Pat?	Way
	Say
your name for us.	May
	Hay

Did the hen	pay
	lay
	bay
We will sail around the	ray

Structural Analysis: Graphemic Base ay/Printing/Word Recognition. — Look at the three pictures at the top of the page. Circle the word that names each picture. Print the word on the line below the picture. Then read the sentences that follow. Choose the best word to complete each sentence. Complete the sentence by printing the word.

My name is

1. looks out Jack.

2. shouting he is.

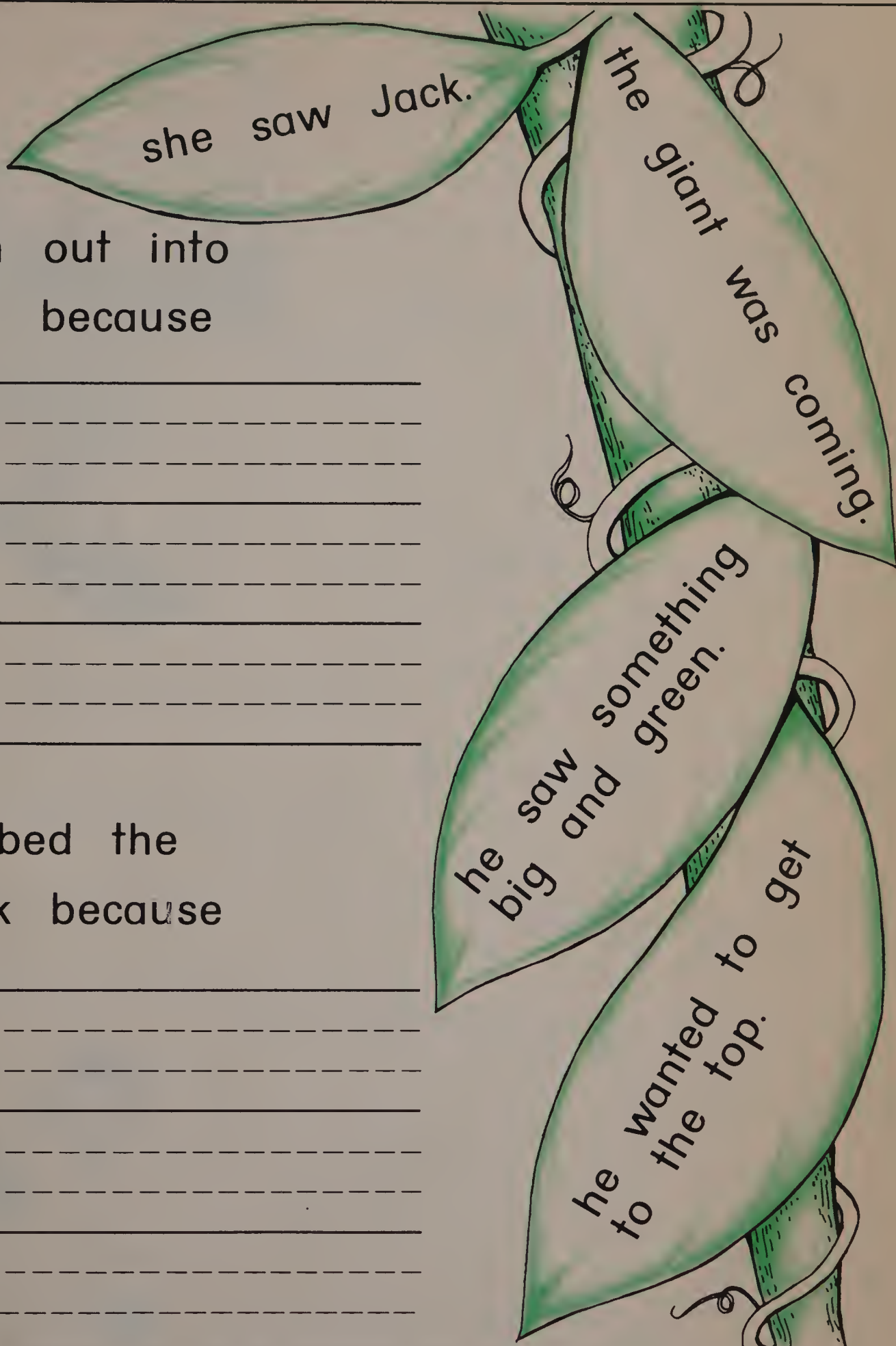
3. beans magic are?

4. are green beanstalks?

5. stories reads Pat.

Language Development/Printing. — Put the three words in each section in alphabetical order. They will form a sentence. Make sure your sentence begins with a capital letter. Use the punctuation given at the end of each section.

My name is



1. Jack ran out into
the yard because

2. He climbed the
beanstalk because

Comprehension: Cause and Effect/Printing. — Read the sentence endings inside the beanstalk. Complete each sentence by choosing the best ending. Complete the sentence by printing the ending on the lines.

My name is

The _____ is

on the _____



toad

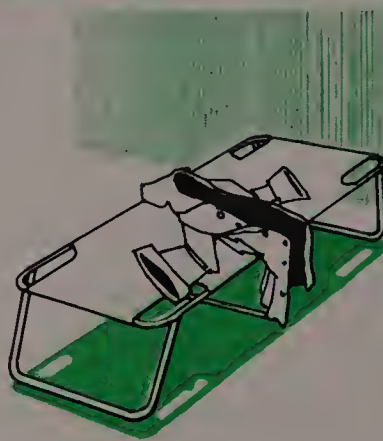
soak

log

fog

He put his _____

on the _____



coal

coat

cob

cot

He walks down the _____

with his fishing _____

goat

road

rod

sob

Soak this _____

with that _____



sock

sop

soap

boat

Phonemic Analysis of Unglided a, Vowel Digraph oa/Printing/Word Recognition. — Choose the best words to complete each sentence. Print the words on the lines. Put a period at the end of each sentence.

My name is _____

The rocket _____ off.

Who is _____ to look
for Mr. Mugs?

They _____ his name.

We are _____ for
a pet.

I _____ for Jack.

The giant _____
at Jack too.

Language Development: Verb Forms *s*, *ed*, *ing* / Printing. — Choose the correct form of the word to complete each sentence. Complete the sentence by printing the word.

My name is _____

— The giant's wife let Jack into the castle.

— Jack hid from the giant.

1 Jack went back to the giant's castle.



— Then the hen lays golden eggs for the giant.

1 First the giant has supper.

— Later the giant is sleeping.



1 Jack takes the magic hen.

— Jack chops down the beanstalk and that is the end of the giant.

— The giant climbs down the beanstalk after Jack.



Comprehension: Sequence. — Put each of the three stories in correct order. The first sentence is numbered for you. Put number 2 or 3 on the line beside the other two sentences in the story.

My name is

Mr. Mugs is a dog.

ship
sheep
shape

The goat ate the

wade
wide
weed

The giant's are big!

fit
feet
fat

My bike needs a

whale
wheel
whole

“!” says the chick.

Chat
Cheep
Chime

Who will the chick?

fade
feed
file

Phonemic Analysis of Vowel Digraph ee/Printing/Word Recognition. — Choose the best word to complete each sentence. Complete the sentence by printing the word. If the word ends the sentence, put a period at the end.

My name is



— eak
— eat
— eal



— eam
— eap
— ean



— each
— ead
— eaf

s

b

l

Who is on the _____ ?

team
tame

A _____ is good to eat.

poach
peach

Did you _____ the book?

ride
read

He can _____ up high.

leap
lip

The giant ate the _____

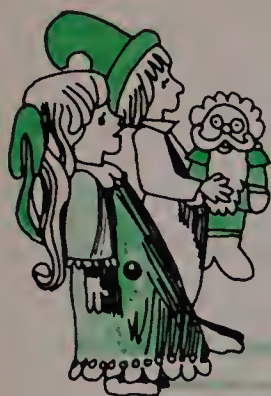
mate
meat

The bird's _____ is yellow.

beak
boat

Phonemic Analysis of Vowel Digraph ea/Printing/Word Recognition. — Look at the pictures in each box. Print the name of each picture on the line. Then read the sentences below. Choose the best word to complete each sentence. Complete the sentence by printing the word.

My name is



The Christmas tree •

• the toy nutcracker.

Fritz saw •

• went to bed.

Claire loves •

• looks like a
prince.

The nutcracker •

• a magic castle
and a toy giant.

Then Claire •

• looks so pretty.

Comprehension: Recalling Details. — Join the sentence parts. Draw a line from one dot on the left to another dot on the right. On a separate piece of paper, print each of the sentences.

My name is

likes to

Mike

Make

feet

fly

The

is in the

kit

kite

sky

say

to get a

Try

Trip

dim

dime

I

to

eggs.

like

lake

fry

frog

hen will

My

May

head

hide

Phonemic Analysis of Glided *i*, *y* as the sound of *i*/Printing/Word Recognition. — Choose the best words to complete each sentence. Complete the sentence by printing the words on the line above them. Make sure each sentence has a period at the end.

My name is

are by the tree.

present

My

is a bike.

presents

The giant is a

toy

Fritz has two

toys

He looks like a

prince

Do

stay here?

princes

Are

big?

castle

Fritz got a toy

castles

Language Development: Noun Forms with s/Printing. — Choose the best word to complete each sentence. Complete the sentence by printing the word.

My name is _____

1. Can mice be kings?



2. Can Claire hit a mouse with her shoe?



3. Can a prince have a castle?



4. Can a nutcracker fight with mice?



5. Can mice have long tails?



6. Can a nutcracker say, "Don't be surprised"?



Comprehension: Discriminating/Printing. — Answer each of the questions. If a thing is real, print "Yes" on the line. If a thing is not real, print "No" on the line.

My name is

t d i u r a g s

e c m r i g h t

a n m i c e e i

c i u g e i t g

e c g h b h c h

f e s l i g h t

1. We will eat some

2. Claire saw

3. Her shoes are too

4. A lamp is for

Structural Analysis: Graphemic Bases *ight, ice* / Printing / Word Recognition. — Find the six words in the puzzle. The words will be across or down. Circle the words. There is a surprise name in the puzzle. Can you find it? Then choose four of the words to complete the sentences below. Complete the sentences by printing the words.

My name is



1. Claire mice The frightened.

2. fight the help She'll nutcracker.

3. to Please castle my come.

Language Development/Printing. — Put the words in each sentence in correct order. Print the sentence on the lines given. Make sure you use the punctuation at the end of each sentence.

My name is



The prince asked Claire
to go to his castle •

• so she wanted
to stay.

Claire was happy in
the Land of Magic •

• so she made
flowers dance.

The Sugar Plum Fairy
wanted to show Claire
something pretty •

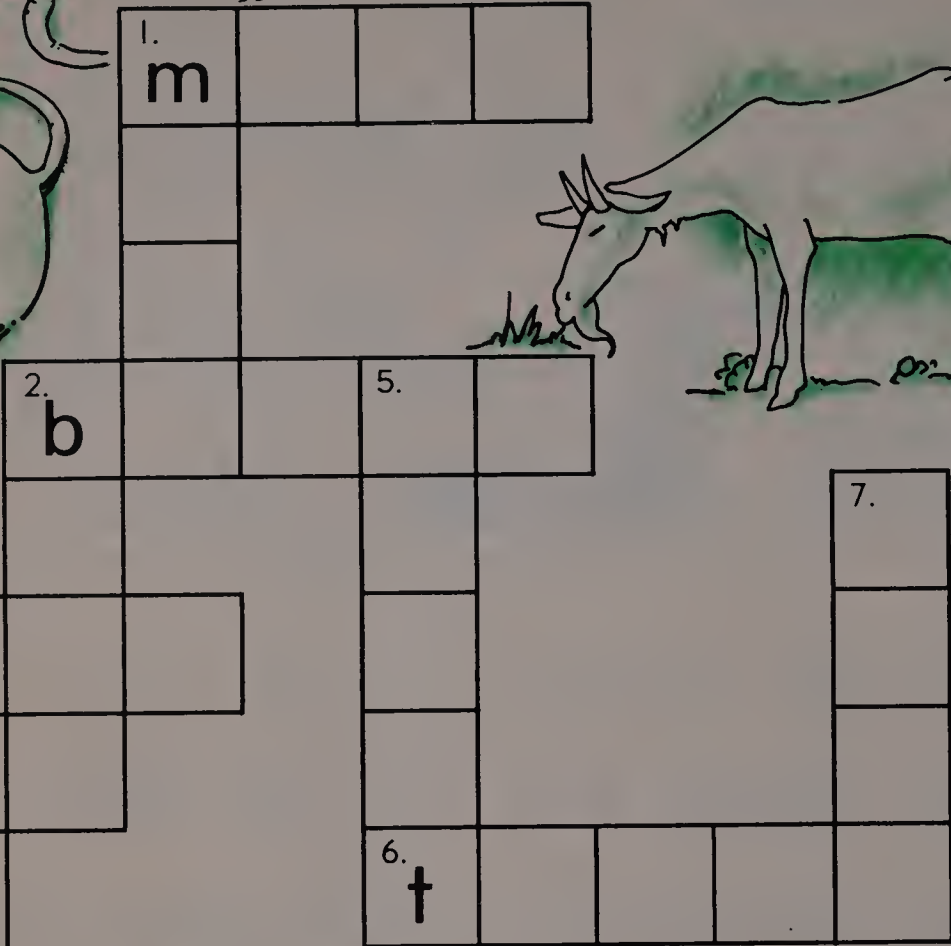
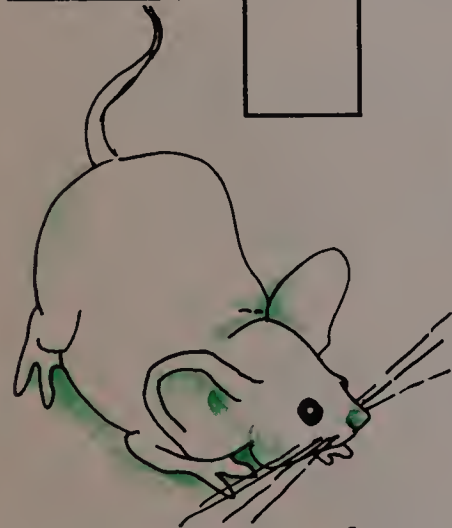
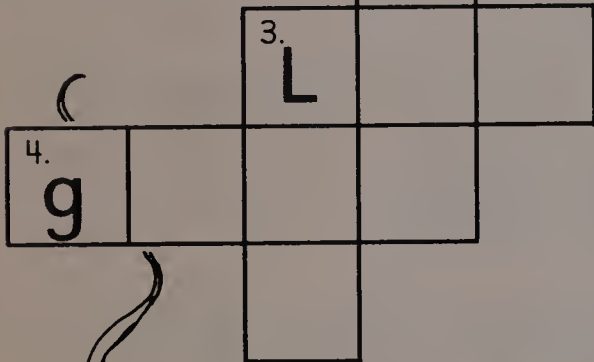
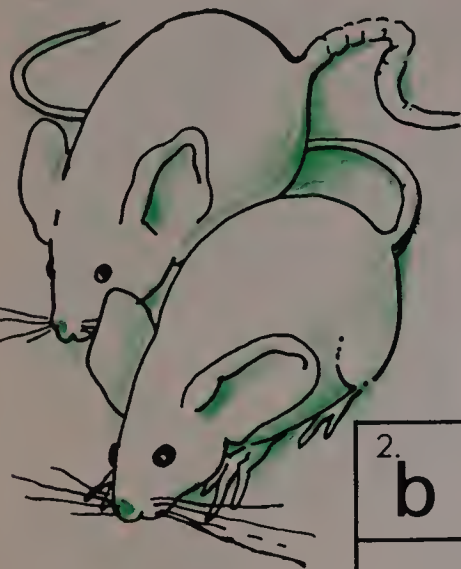
• so she went
with him.

Claire's mother
called to her •

• so she woke
up from her
dream.

Comprehension: Cause and Effect/Printing. — Match the sentence parts on the left with the correct ones on the right. Draw a line to join the dots of each sentence part. Then on a separate piece of paper, print the sentences.

My name is _____



wait
Lee
tight
mice
beet
Lay
night
meet
beans
goat

Across

- 1. Did you ____ Mr. Mugs?
- 2. Jack had magic ____.
- 3. My name is ____.
- 4. I am an animal.
- 6. My shoe is too ____.

Down

- 1. The ____ frightened Claire.
- 2. I am purple and good to eat.
- 3. Claire ____ down.
- 5. Go to bed at ____.
- 7. Please ____ for me!

Word Meaning/Printing/Word Recognition. — Read the list of words beside the crossword puzzle. Then use the sentence clues to help you complete the puzzle.

My name is _____

_____ the mouse-king!

She's There's He'll



_____ help Claire.

It's He's He'll



Fritz _____ see the prince.

isn't she'll didn't



_____ go to the castle.

Let's He's I'm



_____ watching the flowers.

They'll She's Can't



Language Development: Contractions/Printing/Word Recognition. — Choose the best word to complete each sentence. Complete the sentence by printing the word.

My name is



1. here are happy you

2. is time it get to up

3. castle to we the went

4. for dance Claire will flowers the

Language Development/Printing. — The words in the sentences are not in correct order. Print the sentences so that the words are in correct order. Put a capital letter at the beginning of each sentence. Put a period at the end of two sentences. Make two sentences into questions by putting a question mark at the end.

My name is

Jack climbed down the beanstalk. The giant climbed down after him. The giant wanted his magic hen back. Jack had the magic hen.	<div>1. Magic</div> <div>2. A Beanstalk</div> <div>3. Jack Runs From the Giant</div>
Claire saw the Christmas tree. The Christmas tree looked so pretty. There were presents for Claire and Fritz by the Christmas tree.	<div>1. Fritz</div> <div>2. The Christmas Tree</div> <div>3. Presents</div>
The Sugar Plum Fairy showed Claire something pretty. She showed Claire some beautiful flowers. The flowers danced for Claire.	<div>1. The Prince's Castle</div> <div>2. Claire Sees Dancing Flowers</div> <div>3. The Fairy</div>

Comprehension: Main Idea. — Read the three stories. Then read the titles that could go with each story. Draw a line under the best title for each story. The best title will tell about the most important thing in the story.

My name is _____

Pat did not read the _____

not
note

There is my fishing _____

rod
rode

I _____ that hat.

hat
hate

The _____ has a long tail.

rat
rate

I need a _____, not a tub!

tub
tube

Who _____ down the beanstalk?

cut
cute

I have a kit for a _____

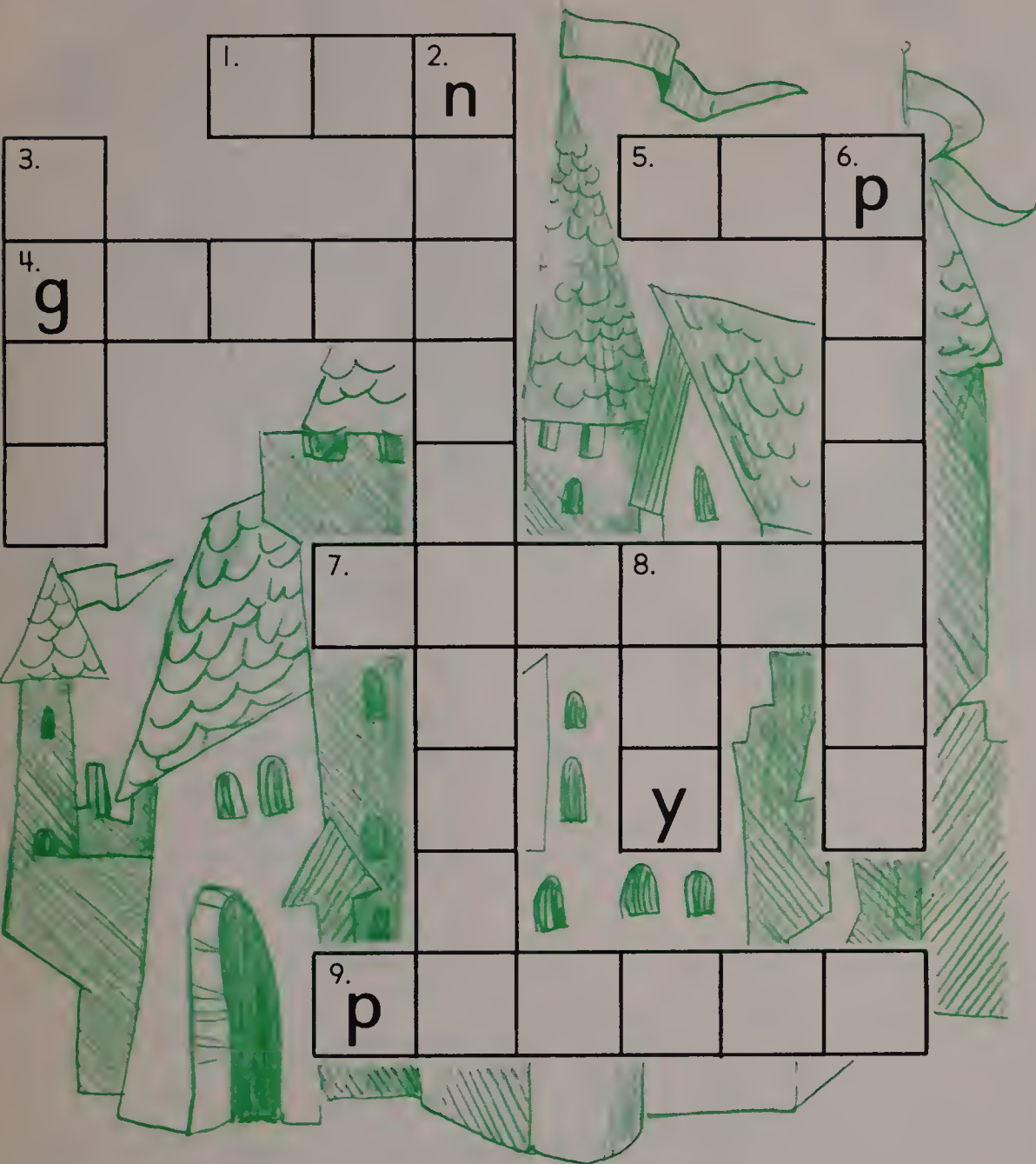
kit
kite

Do not _____ this book.

rip
ripe

Phonemic Analysis of Glided and Unglided Vowels/Printing/Word Recognition. — Choose the best word to complete each sentence. Complete the sentence by printing the word.

My name is _____



present
eggs
castle
giant
top
prince
nutcracker
toy
hen

Across

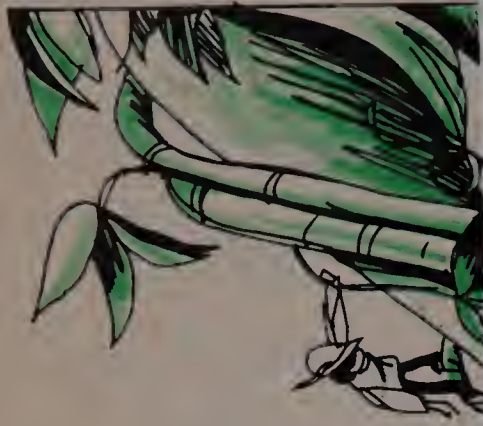
- 1. Jack takes a magic ____.
- 4. The ____ ran after Jack.
- 5. Jack climbed to the ____ of the beanstalk.
- 7. Claire went to a ____.
- 9. The ____ took her there.

Down

- 2. Claire got a ____ for Christmas.
- 3. Jack takes the golden ____.
- 6. A magic castle was Fritz's ____.
- 8. The ____ giant was by the Christmas tree.

Word Meaning/Printing/Word Recognition. — Read the list of words beside the crossword puzzle. Then use the sentence clues to help you complete the puzzle.

My name



Jack •

The giant •

Magic hens •

The Christmas tree •

The mice •

The prince •

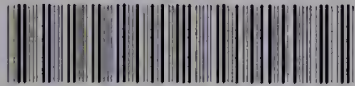
red for his
gic hen.

- climbed a
beanstalk.
- frightened Claire.
- takes Claire to
his castle.
- lay golden eggs.
- looked pretty.

F255

Language Development: Matching Sentence Parts/Printing. — Join the sentence parts. Draw a line from a dot on the left to another dot on the right. On a separate piece of paper, print the sentences you have joined.

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	Comprehension	Decoding Skills			Language Development
		Phonemic Analysis Pages	Structural Analysis Pages	Word Meaning Pages	
What Can We Do?	1	2			3,4
Let's Make Something	5,6	7			
Dinosaurs/Whales		8	9		10
More and More Splashes	11		12		
Tiger's Surprise		13			14, 15
The Prize	16	17	18		
Review	19, 20, 21			22	
Georgie Giraffe	23		24		25
Just the Thing, Part 1	26	27			28
Just the Thing, Part 2	29, 30		31		
For the Birds, Part 1	32		33		
For the Birds, Part 2	34	35	36		
Review	37, 38, 39			40	
Pets	41	42			
All About Dogs	43		44		45, 46
Dogs at School	47, 48, 49	50			
First Prize for Mr. Mugs	51, 52	53			
Review	54		56	55	57
<i>Mr. Mugs Is Lost!</i>					
The Rocket	58, 59	60			
Mugs I	61	62	63		64
Out Into Space	65, 66	67			
Review	68, 69	71		70	
A Sad Story, Part 1	72, 73	74			75
A Sad Story, Part 2	76, 77	78			
Lost — A Dog! Part 1	79	80			81
Lost — A Dog! Part 2		82			83, 84
Review	85, 86		88	87	
Jack and the Beanstalk, Part 1	89	90	91		92
Jack and the Beanstalk, Part 2	93	94			95
Jack and the Beanstalk, Part 3	96	97, 98			
The Nutcracker, Part 1	99	100			101
The Nutcracker, Part 2	102		103		104
The Nutcracker, Part 3	105			106	107, 108
Review	109	110		111	112

**Starting
Points**
in
Language
Arts



Level 3

C-52425